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ABSTRACT

A study was conducted to expand and disseminate the school-to-work transition skill activities begun in a 1980-81 project in Pennsylvania by focusing on two groups: vocational instructors and disadvantaged vocational students. Questionnaires were created and mailed to 903 teachers, with a 50 percent usable response; while a student survey was sent to 8,079 disadvantaged students with a usable questionnaire return rate of about 59 percent. In addition, interviews were conducted with 10 randomly selected students from a regional vocational technical school. The study found that vocational teachers were spending the greatest amount of time on school-to-work transition skills that could be classified as behavioral characteristics and that were important to successful entry-level employment. Job search skills were being taught second to pre-employment transition skills, while skills important for growth and promotion on the job were almost neglected, as were life skills. Teachers seemed to be comfortable with the skills they were teaching and the amount of time spent with each. Students appeared to be learning those school-to-work transition skills that vocational teachers say they were teaching, but students appeared to be very weak in some job search skills. Based on the data collected and the conclusions drawn, recommendations were made that vocational teachers should be ready to teach 123 school-to-work transition skills as part of the curriculum, that vocational teachers need to be aware of the home life and needs of disadvantaged learners, and that some provision should be made for the teaching of these skills to all vocational students. (KC)

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THE
PENNSYLVANIA
STATE
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DEPARTMENT
OF
VOCATIONAL
EDUCATION

FINAL REPORT

IMPLEMENTING SCHOOL-TO-WORK TRANSITION SKILLS FOR DISADVANTAGED YOUTH

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Pennsylvania Department of Education
Bureau of Vocational Education
Research Coordinating Unit
(Contract Number 94-2023)

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Final Report

Implementing School-to-Work Transition Skills for Disadvantaged Youth

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July 1, 1981 - June 30, 1982

Pennsylvania Department of Education
Bureau of Vocational Education
Research Coordinating Unit
Contract Number 94-2023

Abstract

94-2023: Implementing School-to-Work Transition Skills for Disadvantaged Youth

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The purpose of this project was to expand and disseminate the school-to-work activities begun in the Passmore and Wircenski project of 1980-81. This study was designed to focus on two separate groups. First, the vocational instructor, and second, the disadvantaged learner.

Objectives

1. To survey vocational instructors to determine the amount of time spent in teaching transition skills and the nature of those skills being taught.
2. To survey disadvantaged learners enrolled in vocational programs to determine the degree of knowledge and training in job preparation (non-technical), job-seeking and job-holding skills.
3. To identify the barriers in making successful school-to-work transitions through the case study of 10 selected disadvantaged learners.
4. To provide assistance to vocational teachers of disadvantaged learners in the implementation of school-to-work transition skills as part of the regular vocational curriculum through a series of 15 in-school seminars or workshops.

Outcomes

1. An instructor questionnaire was developed to determine the amount of time, and the adequacy of time devoted to teaching school-to-work transition skills. A series of questions to determine why certain school-to-work transition skills were not taught were also developed, as well as responses to seven general statements regarding curriculum materials, resources, funding, and personnel.
2. A student questionnaire was developed to determine whether selected school-to-work transition skills were indeed being taught in vocational education.
3. A 43-item student interview questionnaire was developed to identify barriers to the successful transition from school-to-work.
4. A table containing a list of 123 school-to-work transition skills in the mean scores and approximate time devoted to instruction of each.

5. A list of reasons why selected school-to-work transition skills was not taught.
6. The table containing a listing of 123 school-to-work transition skill which were taught as perceived by vocational students.
7. A listing of some of the educational and social barriers which impede the successful transition from school-to-work environment as perceived by 10 former disadvantaged students.

Audience

The materials as developed in the school-to-work transition skill project will be of interest to personnel such as university teacher educators, special needs teacher eductators, secondary school directors, vocational teachers, special education teachers, and state office personnel.

Published Materials

Final report.

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I would like to extend a note of thanks to those graduate students in the Program of Vocational Education for their technical assistance. Specifically, Mr. David Just for his time and efforts on behalf of conducting the student interview sessions in Altoona, PA; Mr. Dan-Pai Feng for his technical assistance in researching and developing the teacher and student questionnaires; Mr. Rong-Jyue Fang for his statistical and computer expertise in tabulating the data and designing the computer program for its analysis; Mr. William Wade for his efforts in the construction of the working copies of the five teacher and student tables as well as an early draft copy of the Purpose and Procedure sections; Ms. Kathy Williams for her reading and editing expertixe; and Mr. Norm Tilton for his efforts in supervising the staff development activities and completing the staff development forms located in the appendices of this report.

Gratitude is extended to those vocational directors and guidance personnel for their assistance in providing the names of vocational instructors and numbers of disadvantaged students enrolled in their respective programs.

I would also express a note of thanks to Dr. Catherine Batsche, who served as a third party evaluator, for her comments and observations for the improvement of this activity and Mr. Louis Chang for his drafting expertise.

And finally, a special note of appreciation must be given to all those vocational teachers and their students who contributed their time and efforts in completing the questionnaires for this project.

Dr. Jerry Wircenski
Project Director

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Purpose

Introduction

Equity education for vocational students began with the 1963 Vocational Education Act; however much of the spotlight focused on services for the handicapped with The Education Amendments of 1976 (P. L. 94-482) and The Education for All Handicapped Children Act (P. L. 94-142). Until recently, very little had been done to provide services that would enable disadvantaged vocational students to make a smooth transition from school to work. The Pennsylvania Department of Education, Bureau of Vocational Education funded a project in 1980-81 that was designed to identify specific school-to-work transition skills for disadvantaged students. As identified in the study by Passmore and Wircenski (1981), one of the most significant factors affecting youth unemployment was the lack of adequate employability skills. Disadvantaged youth in particular felt the dynamic impact of this shortcoming more than any other youth.

As youth unemployment (ages 16-19) soars to 31.1% (Bureau of Labor Statistics, May 1982), youth must acquire additional job-seeking and job-holding skills in order to be competitive in the labor market. Governor Thornburgh's interest in reducing welfare dependency, and President Reagan's slashing cuts in social programs increased the need for youth to grasp school-to-work transition skills directly from the schools. As adults, they may not have adequate services available to cure these problems. Stephenson (1979) noted that youth unemployment correlates with the frequency and length of adult unemployment, as well as, lower adult income.

This study was a follow-up to the Passmore and Wircenski (1981) study since it was necessary to do more than identify specific school-to-work transition skills. A natural continuation of that research was to determine which transition skills were being taught and to identify those barriers which impede the successful acquisition of school-to-work transition skills by disadvantaged youth.

The success or failure of vocational education for the disadvantaged relies heavily on the numbers of students who make a satisfactory transition from the educational environment to the work environment. The improvement of job-searching skills and job-holding skills of all students is important, but it is most important for those who are classified as disadvantaged. The disadvantaged student is often deficient in writing and verbal skills, as well as attitudes and values. Yet, all of these skills are necessary for bridging the gap between vocational preparation and the world of work.

Statement of the Problem

The intent of this study was to expand and disseminate the school-to-work activities begun in the Passmore and Wircenski project in 1980-81. Therefore this study was designed to focus on two separate groups: The first group was the vocational instructor. This phase of the study sought to examine whether or not vocational instructors teach school-to-work transition skills in their classes. If some school-to-work transition skills were not being taught, the study examined reasons why these skills were not being taught. If school-to-work transition skills were being taught, the study sought to determine how much time was spent in teaching transition skills. In addition, the study sought to determine the appropriate balance between transition skills and technical skills.

The second group examined in this study was the disadvantaged student enrolled in vocational education. This study measured the amount of pre-employment, job-searching, and post-employment skills acquired by the disadvantaged vocational student and whether transition skills were being taught in the classroom. Furthermore this study sought to identify specific barriers to the transition process through personal interviews. Answers to these types of questions were pursued in order to best determine how vocational educators can begin to implement school-to-work transition skills with the disadvantaged.

This study was unique because it was one of the first attempts to examine school-to-work transition skills from the standpoint of both the vocational instructor and the disadvantaged student. Also, it was unique because it was an early effort in addressing one of the most pressing issues facing vocational personnel: How do vocational educators deal with non-technical skill development? Educators must address these issues if vocational education is to be held more accountable in the decades ahead.

Objectives

As the need and demand for school-to-work transition skills grow among the disadvantaged, the need to know which school-to-work transition skills are taught in the vocational classroom is vital. One objective of this study was to examine the vocational instructor's participation in the process of teaching school-to-work transition, if indeed any involvement existed. The second objective was to examine the degree of the students' knowledge of school-to-work transition skills learned in the vocational classroom and to perhaps identify barriers to the transition process. The specific objectives of this project were:

1. To survey vocational instructors to determine the amount of time spent in teaching transition skills and the nature of those skills being taught.

2. To survey disadvantaged learners enrolled in vocational programs to determine the degree of knowledge and training in job preparation (non-technical), job-seeking and job-holding skills.
3. To identify barriers to making successful school-to-work transitions through the case study of 10 selected disadvantaged learners.
4. To provide assistance to vocational teachers of disadvantaged learners in the implementation of school-to-work transition skills as part of the regular vocational curriculum through a series of 15 in-school seminars or workshops.

The specific objectives stated above were tested and evaluated through a series of surveys and interviews administered to disadvantaged vocational students and to vocational instructors of disadvantaged vocational students.

Definition of Terms

In order for the reader to have a clear understanding of the study, it was necessary to identify and define several terms.

A. V. T. S.: Area Vocational-Technical School. An educational institution offering vocational education in technical, skilled, and semi-skilled trades or occupations to secondary school, out of school youths, and adults in a geographical area comprised and operated by several school systems.

Disadvantaged Student: According to the definition provided by The Education Amendments of 1976, (P. L. 94-482) disadvantaged students are those who have any of the following characteristics: 1) lack of reading and writing skills, 2) lack of math skills, 3) perform below grade level, 4) family income is at or below poverty level, 5) are unemployed, 6) are recipients of public assistance, 7) are under state guardianship. As a result of one or more of these characteristics, the disadvantaged learner would have difficulty in succeeding in vocational education without special programs or assistance. To maintain uniformity this definition was used on all correspondence during the study (Resurge '79, 1979).

School-to-Work Transition Skills: Skills that are identified as necessary for disadvantaged youth to complete a successful move from school-to-work. These skills are grouped into three distinct categories: 1) pre-employment, 2) job search, and 3) post-employment.

Background

The Disadvantaged

There was a great amount of literature attempting to characterize the disadvantaged learner. Early definitions dwelled on the economic characteristics. However, Fantini and Weinstein (1968) broadened the definition of the disadvantaged by including all those who are blocked in any way from fulfilling their human potential.

Researchers have looked at a variety of characteristics that can be attributed to the disadvantaged. Generally, disadvantaged learners are described as culturally, socially, educationally, or economically deprived (Oakleif, 1971). Also, the disadvantaged learner is below grade level in his/her conceptual and reasoning ability and is below that of his/her peers.

Reissman (1962) examined the effects of being culturally deprived. He determined that the culturally deprived were lacking interpretation skills, reading skills, and communication skills.

Eisenberg (1967) studied the characteristics of the psychologically disadvantaged learner. He concluded that these persons lack a comprehensive personality. This cripples their ability to achieve. Cordasco and Bucchione (1972) found that the disadvantaged have feelings of helplessness and dependency.

The environmental characteristics of the disadvantaged need to be reviewed to have an overall understanding of the disadvantaged learner. Strom (1966) described the disadvantaged learner's home life as lacking family interaction. Home life dwells on daily survival rather than long range goals (LeShan, 1965). In addition, Eisenberg (1967) found that children from disadvantaged families receive less attention from parents. They are often left on their own at an earlier age.

There is no evidence to show that disadvantaged children are less intelligent than more privileged children (Eisenberg, 1967). They simply enter the school environment less prepared. As a result, they may anticipate failure at a very early age (Deutsch, 1963). When examining the general characteristics of the disadvantaged learner, it is important to note that disadvantaged learners are not all alike. There are variations in their cultural and economic backgrounds as well as in their values and abilities. Educators may tend to think of the disadvantaged learners coming Harlem, rural slums, or Indian reservations, but they just may come from Rodeo Drive. They are black, white, red and yellow. Some have parents and some don't. They may be hungry, or may be overfed.

The disadvantaged have one thing in common -- they are left out of a process that means to advance the development of human goals (Fantini and Weinstein, 1968). Failing to attain human goals is a shared failure. The schools have not helped the disadvantaged develop human goals nor are the schools equipped to satisfy these goals. The democratic way is to develop human goals for all people, including the disadvantaged.

School-to-Work Transition Skills

The literature regarding school-to-work transition skills is limited in quantity but not quality. The work done on this topic is flowing in a manner that should lead to an understanding of what and how to teach school-to-work transition skills for the disadvantaged. This section will follow chronologically the development of literature dealing with school-to-work transition skills for the disadvantaged.

Vocational teachers have always attempted to help their students make a smooth transition from school-to-work; however, the first effort to deal with this topic is a study done by Campbell, Garbin, Feldman, and Jackson (1967). The objectives of this study were:

1. Identify major problems youth face in the school-to-work transition.
2. Identify materials which would help in solving problems.
3. Solicit suggestions and recommendations as to what should be done.

From the responses received from workers, the following facts were identified as the most important problems related to making a successful transition from school-to-work:

1. Lack of responsibility, maturity, and self-discipline.
2. Unrealistic aspirations and expectations.
3. Poor attitudes towards work and working.
4. Inability to cope with real climate of work.
5. Lack of initiative, self-confidence and motivation.

A study conducted by Nelson and Scanlon (1977), was designed to investigate the opinions of students and parents, as well as, teachers, counselors, and school administrators with regard to the importance of teaching occupational survival skills. Their study found that the participants agreed that certain skills should be taught but, they did not agree on which skills should be taught.

A study was conducted by Nelson (1977) to identify the competencies that workers need in order to maintain an occupation. Through an investigation of literature, students, educators, and workers, Nelson compiled a list of 500 competencies. Three-hundred people examined this list and the following 27 basic skills were identified as necessary for minimum acceptable performance in an occupation:

1. punctuality
2. dependability
3. getting along with others
4. working as a team member
5. organizing the work activities of others
6. understanding written information
7. basic writing skills
8. basic speaking skills
9. neat and clean in appearance
10. maintaining good health
11. knowing your strengths and weaknesses
12. giving an honest day's work
13. loyalty to your organization
14. making independent decisions
15. using initiative and imagination

16. knowing what to expect
17. basic arithmetic skills
18. knowing how to use materials and equipment
19. locating information
20. having specialized training
21. knowledge of operating procedures
22. following instructions
23. working without close supervision
24. working under pressure
25. adjusting to work situations
26. managing time and materials effectively
27. following safety regulations

Mangum and Walsh (1978) attempted to define which approaches are most effective with youth of varying ages and economic backgrounds. Although their effort was hindered by the inadequacy of effective programs, they formed these conclusions regarding programs and transition skills:

1. Work experience without various kinds of program enrichment is ineffective.
2. Public service employment and subsidized private sector employment are the most effective of all approaches in enhancing employability as long as the jobs are well designed and supported.
3. Counseling is useful if it emphasizes employability.
4. Teaching job search skills is very worthwhile.

Mangum and Walsh conclude that youth unemployment is likely to remain high, even if programs are well designed, because of the long period of time from the classroom to the labor market.

In conclusion, an effort now needs to be made to help the classroom teachers better define the skills which best suit his/her student's needs in making a smooth transition from school to work. The Passmore and Wircenski (1981) study helped begin this process; this project sought to continue it.

Procedures

Objectives

The overall objective of this project was to further implement the information, materials, and knowledges begun in the 1980-81 project on school-to-work transition skills. Four objectives were developed to achieve the intent of this project. The objectives were:

1. To survey vocational instructors to determine the amount of time spent in teaching transition skills and the nature of those skills being taught.
2. To survey disadvantaged learners enrolled in vocational programs to determine the degree of knowledge and training in job preparation (non-technical), job-seeking and job-holding skills.
3. To identify barriers to making successful school-to-work transitions through the case study of 10 selected disadvantaged learners.
4. To provide assistance to vocational teachers of disadvantaged learners in the implementation of school-to-work transition skills as part of the regular vocational curriculum through a series of 15 in-school seminars or workshops.

The procedures used to implement these objectives will be outlined in detail in the following sections to correspond to each of the four objectives.

Identification of Schools

Eighty-one area vocational-technical schools listed in the Pennsylvania Department of Education Vocational School Directory were identified as the target population to participate in this study. On March 4, 1982, letters were sent to the directors of each vocational school requestiong assistance in the study. The cover letter stated the purpose of the project and requested their participation. In addition, a form was enclosed for the director to identify the name of the school, the name of the contact person who would coordinate the study at the A. V. T. S., the names of the teachers of disadvantaged students, and the estimated number of disadvantaged students each teacher had in his/her classroom. For purposes of clarification this form provided a definition of the term "disadvantaged" as per P. L. 94-482 (see Appendix A).

On March 26, 1982, a follow-up letter was sent to the directors of those schools that did not respond. The letter requested that the forms be completed and returned as soon as possible to the project staff (see Appendix B). In addition, a telephone follow-up was conducted one week after the follow-up letter. As responses were forthcoming, a letter of acknowledgement was sent to each respondent explaining that the questionnaires should be received soon (see Appendix C).

Sixty-four of the 81 schools (79%) responded to the original request. After receiving the mailed questionnaire packets, three additional schools declined participation. Explanations for not participating include -- too near the end of the school year, overlap of time-consuming school evaluation, and extra commitments to community projects. Two other schools returned forms, but did not list the names of teachers or numbers of students noting that the information was confidential and could possibly bring attention to individuals. Fifty-nine (72.8%) of the directors returned the form as requested; five returned responses were classified as unusable (6.2%); 17 information forms (21%) were not-returned.

Objective One: Teacher Survey

The Handbook for the Implementation of School-to-Work Transition Skills for Disadvantaged Youth by Passmore and Wircenski (1981) identified 123 school-to-work transition skills. Teachers, administrators, counselors, and employers rewrote a listing of transition skills completed from an extensive review of the literature to produce a comprehensive listing of 123 school-to-work transition skills.

This study was designed to examine in depth the extent to which the transition skills are actually being implemented in vocational classrooms in Pennsylvania. The teacher questionnaire sought to address the following questions: 1) Are school-to-work transition skills being taught? 2) How much time does the instructor spend teaching each skill? 3) Is the time spent on each skill sufficient? 4) Why are some skills not taught? 5) Are instructors aware of the resources available to help them teach school-to-work transition skills?

After developing the teacher and student questionnaires, a panel of experts in data collection reviewed the instruments. It was suggested to divide the questionnaires into three sections. Each category, that is pre-employment, job search, and post-employment, of the school-to-work transition skills list was divided by three. Three sets of questionnaires were developed to reduce the number of items any one teacher had to complete. Each questionnaire contained one-third of the transition skills. Following the development of the final questionnaire, the Committee for the Protection of Human Subjects at The Pennsylvania State University approved the use of the instruments. Names of the teachers and the estimated number of students provided earlier by the school administrator were used to determine the number of questionnaires sent to each school's contact person. Packets containing the correct number of questionnaires along with a cover letter and a postage-paid return envelope were also enclosed (see Appendix D).

A total of 903 teachers were identified on the original request form. Five hundred and forty-one teachers returned their questionnaires for a 59.9% response. Eighty-one were returned blank and 10 were not usable. A total of 450 or 49.83% were returned as requested with all information provided. The teachers were not required to participate in this survey and no reason for non-participation was requested. This was in compliance with the guidelines of the Committee for the Protection of Human Subjects.

Objective Two: Student Survey

The student survey listed the same school-to-work transition skills as did the teacher questionnaire (see Appendix E). The panel of experts recommended that in spite of the rather high readability level of the questions, the items should not be changed or reworded in order to remain identical to the teacher questionnaire. Three reasons were given for this: 1) a different connotation might be reached by changing the language on the student questionnaire, 2) statistical comparisons between the student survey and the teacher survey would be difficult, if not impossible, with the language alterations and, 3) this was the wording, as adopted by teachers, administrators, counselors and employers, on the original list of 123 transition skills.

To adapt to the language difficulty, it was recommended in the instructions that the teachers read the questions to the students, if necessary. The student questionnaire was also sent to be reviewed by the Committee for the Protection of Human Subjects at The Pennsylvania State University. Like the teacher questionnaire, the students also were not required to participate in this survey. All blank forms were to be returned to the project staff.

In mid-April, contact persons were sent a notice to be forwarded to each teacher regarding completion of the questionnaire (see Appendix F). During the fifth week, a telephone follow-up was conducted to the contact person requesting the participation of his/her staff. If requested, the contact person was given the names of non-respondents. In May, a postcard was sent directly to all teachers who had not responded (see Appendix G).

A total of 8,079 disadvantaged students were initially identified by the contact person in the original request. A total of 3,806 student questionaires were returned and classified as usable (47.11%). A total of 1,552 were returned blank (19.21%), and 15 were returned non-usable (.002%). It must be noted that in a random check of selected A. V. T. S.'s, after the questionnaires were sent, that as much as a 20% error in the original estimate of 8,079 disadvantaged students was detected. There were no schools which underestimated the number of disadvantaged students. This led the project staff to believe that the usable questionnaires (3,806) represented perhaps as much as 58.8 percent of the total population. (Original estimate 8,079 - 20% [1,616] error = 6,463 population. Sample returned 3,806 ÷ 6,463 = 58.8% return.)

Objective Three: Student Interviews

In order to examine further the barriers to the successful transition from school-to-work, a series of student interviews were performed on 10 randomly selected students from one center region A. V. T. S. The Altoona AVTS volunteered to be the site for this part of the project.

As a result of examining various follow-up and interview instruments, the project staff developed a six-page, 43-item interview questionnaire to serve as a standardized format for each of the interviews (see Appendix H). A random list of 40 students' names from the guidance records was obtained. Each student had to have been enrolled in a reimbursable vocational program and must have been classified as disadvantaged for reporting purposes on the records required by the Pennsylvania Department of Education, Bureau of Vocational Education at the time of attendance.

Ten students were then randomly selected from the list of 40 names with a list of alternates established in case some persons could not be located. Interviews were scheduled at the Altoona AVTS, Altoona CETA In-take Office and other mutually agreed upon locations. In all, 10 interviews were conducted utilizing a 43-item standardized interview questionnaire.

Objective Four: Dissemination

At the suggestion of the vocational administrators and the project advisory committee, the plan to disseminate the list of school-to-work transition skills and how they might be adopted in the mainstream classroom was altered. Instead of conducting small seminars, it was decided to utilize the field resource team members who were already working in the schools, to conduct small group seminars as well as one-on-one instructional sessions. The difficulty in "freeing-up" teachers from their classroom teaching duties was the primary reason for the change in this approach. In all, 13 different schools, agencies, intermediate units, and universities were included in the dissemination network. This included small group seminars, one-on-one conferences, and mailed distribution with follow-up telephone calls. There were also some out-of-state dissemination activities which are listed in the Analysis section of this report.

Analysis

Introduction

As indicated in the Procedure section, a 123-item school-to-work transition skill questionnaire was developed from the Passmore and Wircenski (1981) study of School-to-Work Transition Skills for Disadvantaged Youth. In order to facilitate the administration of the questionnaire, the original list of 123 school-to-work transition skills was subdivided into three separate parts and color-coded for distribution purposes. Although the school-to-work transition skill list was divided into three parts--Pre-Employment, Job Search, and Post-Employment Skills, each was represented equally on each of the three questionnaires.

The local director, administrator, or guidance coordinator provided a list of teachers' names and an estimated number of students. A packet was mailed directly to each of the teachers identified. The packet included a set of instructions, one teacher questionnaire, and an adequate number of student questionnaires, as identified by the local administrator. A total of 541 teachers returned questionnaires for a 59.9% response. Since the Committee on Human Subjects at The Pennsylvania State University requested that potential respondents be given the opportunity to decline participation, the usable number of questionnaires was 450, or 49.8%, and these findings were analyzed for the purpose of this study. To facilitate reporting purposes, the data will be reported per each objective, as outlined in the Purpose section of this report.

Time Spent Teaching School-to-Work Transition Skills

Objective one was designed to survey vocational instructors to determine the amount of time spent in teaching transition skills and that nature of those skills being taught. To accomplish this objective, vocational teachers were asked to determine the amount of time spent in their program teaching school-to-work transition skills. No attempt in this study was made to differentiate between programs that were one, two or three years in nature. Instructions on the questionnaire were to determine how much time the teachers actually spent in a formalized fashion delivering instruction in each of the 123 transition skill statements.

Some respondents expressed confusion with these instructions and clarifications were made, where needed. Many pointed out that their estimation of time was for one academic school year (about nine months). To determine whether there was a difference between instructors from one-year programs, versus two-year programs, versus three-year programs, a check of both the teacher responses and corresponding student responses was made as the data was returned. At that time, no differences were found among one-year programs, two-year programs, or three-year programs. Therefore, it was concluded that the responses were indeed representative of the amount of time teachers devoted to teaching school-to-work transition skills in one year or about nine months.

The amount of time each instructor devoted to the respective skills could range from 0--not taught, to 6-60 minutes or more. In order to facilitate analysis of the responses, a numerical value was arbitrarily assigned to each possible response. They were as follows:

0--skill not taught

1--less than 15 minutes

2--about 15 minutes

3--about 30 minutes

4--about 45 minutes

5--about 60 minutes

6--more than 60 minutes

An examination of the data found in Table 1 shows the mean score of teachers' responses to the school-to-work transition skill statements. An examination of the mean scores reveals that task statement no. 7--Demonstrate a Sense of Responsibility ($\overline{X}$ = 5.3 or about 60 minutes), had the highest mean score, followed by no. 12--Respect the Rights and Property of Others ($\overline{X}$ = 5.2 or about 60 minutes), to a low of no. 73--Be Aware of the Requirements and Procedures for Subleasing ($\overline{X}$ = .05 or less than 15 minutes).

In order to facilitate further analysis of the data, a number of descriptors were inserted from the original list of 123 school-to-work transition skills used in the Passmore and Wircenski (1981) study. These descriptors served to further classify the list of transition skill statements. An examination of the mean scores for these various descriptors reveals that those in the subgroup of Pre-Employment Skills recorded the highest mean scores and, subsequently, the most time, followed by the category of Job Search Skills and Post-Employment Skills, respectively. Within the subgroup of Pre-Employment Skills, those task statements that could be characterized as Behavioral Characteristics had a mean score of 4.8 (about 60 minutes), followed by Career Selection at ($\overline{X}$ = 4.0 or about 45 minutes). The lowest mean score for the category of Pre-Employment Skills was that of Writing, which was 2.5 (about 15-30 minutes). The remainder of the descriptors were rather balanced with Occupational Knowledge Factors ($\overline{X}$ = 3.5 or about 30-45 minutes), Communications Skills ($\overline{X}$ = 3.3), Information Processing, Problem-Solving, and Decision-Making ($\overline{X}$ = 3.3), Reading ($\overline{X}$ = 3.3), and Computation ($\overline{X}$ = 3.1) or about 15 minutes each). Within the subgroup of Job Search Skills, the range of possible scores was from a high of ($\overline{X}$ = 4.0 or about 45 minutes) for Job

Table 1

MEAN SCORES OF TEACHERS'RESPONSES TO
SCHOOL-TO-WORK TRANSITION SKILL STATEMENTS

Transition Skill Statements	G		W		Y		Descriptors	$\bar{X}$	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$			
1. Write legibly, using correct grammar and spelling	147	3.1					Writing	2.5	PRE-EMPLOYMENT
2. Prepare business and personal letters	149	2.0							
3. Demonstrate self-confidence, attentiveness, and cooperativeness	151	5.1*					Behavioral Characteristics	4.8	
4. Be tactful, trustworthy, helpful, and considerate	151	5.0*							
5. Demonstrate a sense of humor	148	3.8							
6. Demonstrate a respect for authority	150	5.1*							
7. Demonstrate a sense of responsibility	149	5.3*							
8. Demonstrate initiative, good judgment, and integrity	150	5.1*							
9. Demonstrate a positive self-concept	150	5.0*							
10. Demonstrate realistic expectations	148	4.8*							
11. Present a neat, clean, and appropriate appearance	151	4.8*							
12. Respect the rights and property of others	151	5.2*							
13. Manage time effectively	151	4.9*							
14. Anticipate consequences of personal actions	151	4.5							
15. React appropriately to aggressive behavior	150	4.1							
16. Perform basic numerical calculations (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals			146	4.3			Computation	3.1	
17. Use percentages, ratios, and proportions			148	3.6					

Table 1 continued

Transition Skill Statements	G		W		Y				
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$			
18. Use metric measurements in calculations and conversions			146	2.1			Computation	3.1	PRE-EMPLOYMENT
19. Compare numerical values to determine ranges, averages, etc.			145	2.3					
20. Interpret graphs, charts, and tables			146	3.2					
21. Identify occupations and professions through information sources and occupational and professional organizations			145	4.2			Occupational Knowledge Factors	3.5	
22. Evaluate occupational apprenticeships and other training opportunities			147	4.0					
23. Investigate careers in government service including local, state, and federal civil service occupations and active and reserve military programs			146	2.5					
24. Evaluate educational opportunities including college, vocational training, home-study programs, adult and lifelong learning programs			149	3.6					
25. Assess the occupational outlook for high school dropouts, high school and technical school graduates, and college graduates			148	3.3					
26. Investigate the legal aspects of work including the social security system, unemployment and workmen's compensation, the rights and responsibilities of workers, safety and health regulations, work permits, and racial and sex equity in the work place			147	3.4					
27. Demonstrate an understanding of the economics of employment including the production and consumption of goods and services, business profits and losses, competition and prices, supply and demand, the effects of credit on the economy, labor organizations, taxes, and government regulatory agencies			145	3.3					
28. Assess personal aptitudes, abilities, interests, values, and needs			148	4.7			Career Selection	4.0	
29. Determine an occupational preference and make a career choice based on assessment needs			146	3.6					
30. Develop a career plan			147	3.6					

Table 1 continued

Transition Skill Statements	G		W		Y			
	N	X̄	N	X̄	N	X̄		
31. Speak clearly and articulately using correct grammar					150	3.2	Communication Skill 3.3	PRE-EMPLOYMENT
32. Give or follow directions clearly and accurately					150	4.7		
33. Make accurate reports of observations					144	3.9		
34. Communicate effectively by telephone					149	2.1		
35. Interpret and/or request clarification of oral and written instructions and directions					147	4.0		
36. Judge the temperament, mood and intent of others					150	2.8		
37. Interpret non-verbal actions					148	2.5		
38. Criticize without degrading or belittling					148	3.0		
39. Give or accept praise					150	3.5		
40. Accept and acknowledge criticism and rejection					147	3.3		
41. Demonstrate tact and poise when speaking in stressful situations					149	2.9		
42. Collect and organize data using libraries, business bureaus, civic and government organizations, professional, and fraternal associations, and businesses					147	2.8	Information Processing, Problem Solving, and Decision-Making Skills 3.3	
43. Analyze information, define problems, and identify possible solutions and alternatives					149	4.4		
44. Reconcile conflicting demands and conflicts of interest					149	2.7		
45. Read and comprehend newspapers, magazines, reports, and memorandums					150	3.1	Reading 3.3	
46. Read and interpret advertisements, contracts, licenses, labels, directions, maps, catalogs, and signs					150	3.4		
47. Prepare letters of inquiry or application	149	2.8					Job Applications 2.8	JOB SEARCH
48. Compile a list of references	150	2.8						
49. Prepare application forms	149	3.1						

Table 1 continued

Transition Skill Statements	G		W		Y				
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$			
50. Apply for a social security card, work permit, and licenses	149	2.0					Job Applications	2.8	JOB SEARCH
51. Prepare a resume	148	3.1							
52. Demonstrate an attitude appropriate for a job interview			147	4.3			Job Interviews	4.0	
53. Discuss prior work experiences, and personal, character, and job references			149	4.2					
54. Discuss personal aptitudes with respect to a prospective employer's requirements			148	4.4					
55. Document and discuss all training and education relevant to job openings			145	3.9					
56. Discuss wages and salaries with prospective employer			149	3.2					
57. Investigate the services of employment agencies					148	2.6	Locating Job Openings	2.9	
58. Locate job openings through newspapers, personal contacts, and through direct contact with employers					147	3.3			
59. Identify a prospective employer's products and services					147	3.1	Researching Companies, Products Services, and Personnel	2.7	
60. Determine key contacts within a prospective employer's organization					148	2.3			
61. Determine which type of employment test a prospective employer administers					149	2.1	Employment Tests	2.3	
62. Prepare for common types of employment tests					149	2.5			
63. Identify, evaluate, and use the services of banks and credit unions, such as savings and checking accounts direct deposit and automatic payment services, and financial counseling services	147	1.4					Managing Personal Finances	1.2	POST-EMPLOYMENT
64. Evaluate the methods and costs of borrowing money including types of loans, sources of loans, collateral, interest rates, installment contracts, and credit cards	149	1.4							

Table 1 continued

Transition Skill Statements	G		W		Y				
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$			
65. Evaluate life insurance programs and policies	148	0.9					Managing Personal Finances	1.2	POST-EMPLOYMENT
66. Prepare and maintain a budget	148	1.3							
67. Establish a credit record	149	1.1							
68. Locate apartments and houses available for rent, lease, or purchase	148	0.7					Maintaining a Residence	0.7	
69. Read and interpret rental agreements and leases	149	0.8							
70. Obtain renters or homeowners insurance	149	0.7							
71. Obtain the services of utility companies	148	0.8							
72. Calculate the cost of maintaining a residence	148	0.9							
73. Be aware of the requirements and procedures for sub-leasing	149	0.5							
74. Explain the rights and responsibilities of tenants	148	0.6							
75. Select and purchase an automobile, furniture, and other personal property	147	1.2					Being a Wise Consumer	1.2	
76. Select and purchase automobile insurance	148	0.9							
77. Identify deceptive advertising practices	148	1.6							
78. Identify reputable and disreputable businesses	149	1.4							
79. Explain the rights of a consumer including laws, contracts, repossessions, and small claims courts	148	1.4							
80. Distinguish between civil and criminal charges	147	1.0							
81. Explain the rights and responsibilities of citizens	145	2.0					Good Citizenship Practices	2.1	
82. Exercise the right to vote	147	1.6							
83. Discuss local, national, and world events	148	2.5							
84. Assist other persons through participation in volunteer organizations	148	2.4							

Table 1 continued

Transition Skill Statements	G N	G X̄	W N	W X̄	Y N	Y X̄		
85. Locate, hire, or enter into agreements with attorneys, contractors, and other professionals or businessmen			148	1.5			Business Agreements 1.7	POST-EMPLOYMENT
86. Return defective merchandise to place of purchase			147	1.7				
87. Interpret sale prices			146	2.4				
88. Use comparison shopping techniques			146	2.3				
89. Interpret unit pricing of food items			146	1.4				
90. Identify prices which are fixed by law			144	1.2				
91. Recognize and report illegal business practices such as deceptive packaging, bait and switch tactics, failure to post prices, illegal sales, fraud, shoddy work, and unlicensed salespersons			146	1.6				
92. Make mail order and catalog purchases			146	1.6				
93. Recognize the pricing techniques by small business and tradespersons			146	2.2				
94. Use newspapers and other sources to sell personal possessions			147	1.2				
95. Select a personal physician and dentist			145	0.6			Personal Health and Safety 1.9	
96. Maintain a proper diet			146	1.6				
97. Exercise safety procedures in the home			144	2.9				
98. Maintain physical fitness			142	2.3				
99. Identify and describe community health-related services such as home care, venereal disease, mental health, and alcohol and drug abuse services, etc.			143	1.9			Community Resources 1.3	
100. Identify and describe community family-related services including marital counseling, problem pregnancies, unfair treatment, children and youth, and nursing home services, etc.			147	1.1				
101. Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.			147	1.2				

Table 1 continued

Transition Skill Statements	G		W		Y			
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$		
102. Identify and describe community legal and financial counseling, and law enforcement services, etc.			147	1.0			Community Resources 1.3	POST-EMPLOYMENT
103. Identify and describe community services such as recreation, transportation, employment, and emergency services, etc.			147	1.6				
104. Describe an employer's management structure					147	2.2	Company Knowledge Factors 2.4	
105. Identify and evaluate company pay and benefit plans including merit raises, health and dental plans, life insurance plan, credit unions, payroll deductions, educational benefit, and company training					148	2.3		
106. Demonstrate a knowledge of the employee's union, including its sturcture, dues, policies, mission, meetings and obligations					148	1.9		
107. Identify company career paths					149	2.6		
108. Demonstrate a knowledge of safety and emergency procedures, and on-site health care services					149	3.8		
109. Demonstrate a knowledge of company rules and regulations such as grievance procedures, etc.					1.50	2.1		
110. Demonstrate a knowledge of the procedures for requesting a raise					149	1.9		
111. Display motivation toward work					149	4.4	Employee Characteristics 3.9	
112. Adjust to changes in working conditions					148	3.7		
113. Tactfully accept or decline overtime work requests					149	1.8		
114. Demonstrate loyalty to company					150	3.1		
115. Tactfully handle frustration at work					150	3.0		
116. Participate in work-related social activities					147	2.1		
117. Work effectively without supervision or with limited supervision					149	4.4		
118. Maintain a good work attendance record					148	4.5		

Table 1 continued

Transition Skill Statements	G		W		Y		
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	
119. Follow directions correctly and complete assigned tasks					148	5.1	Employee Characteristics 3.9 POST-EMPLOYMENT
120. Ask questions when confused					149	4.5	
121. Demonstrate a willingness to improve personal capabilities and acquire new skills					148	4.5	
122. Be a productive employee					147	4.8	
123. Work effectively as a team member and get along with other employees					146	4.7	

* - significant at .05 level

Range of possible scores 0 - 6

0 = Skill not taught

1 = Less than 15 minutes

2 = About 15 minutes

3 = About 30 minutes

4 = About 45 minutes

5 = About 60 minutes

6 = More than 60 minutes

Interviews to Employment Tests ($\overline{X}$ = 2.3 or about 15 minutes) on the low scale. The remainder of the descriptors within the Job Search Skills category were rather equally balanced.

The least taught skills, in terms of the amount of time spent, were those transition skills which would be classified under the Post-Employment Skills category. The range of possible scores in this category was from a high of ($\overline{X}$ = 3.9 or about 45 minutes) for Employee Characteristics, to a low of ($\overline{X}$ = .7 or less than 15 minutes) for Maintaining A Residence. The balance of the descriptors in the Post-Employment Skills category revealed rather low mean scores with Managing Personal Finances ($\overline{X}$ = 1.2), Being a Wise Consumer ($\overline{X}$ = 1.2), Community Resources ($\overline{X}$ = 1.3 or about 15 minutes each). Only two other descriptors, Good Citizenship Practice ($\overline{X}$ = 2.1) and Company Knowledge Factors ($\overline{X}$ = 2.4), had a mean score higher than 2.0. An interesting quirk in the data can also be found in the Post-Employment Skills section where Employee Characteristics ($\overline{X}$ = 3.9 or about 45 minutes) was considerably higher than the other descriptors within the Post-Employment Skills category. In fact, Employee Characteristics had the third highest overall mean score of the 22 descriptors.

Also shown on Table 1 are the results of a group of t-tests, testing the significance of each statement mean with the group mean of the total 123 school-to-work transition skill statements. The test of significance was assigned to .05 level, it infers that the time spent on 10 statements was significantly higher than the overall average. These statements were 1, 4, 6, 7, 8, 9, 10, 11, 12, and 13. It is interesting to note that all 10 of these statements which were significant were located within the Pre-Employment Skills category and, furthermore, all 10 were located within the subgroup of Behavioral Characteristics. These findings are in direct agreement with the general characteristics, as provided in the current legislation P. L. 94-482, (The Education Amendments of 1976) in which the deficiencies in affective and/or behavioral characteristics are described in the background research corresponding to the intent of this piece of current legislation. Furthermore, the social or cultural characteristics addressed by these transition skills tasks are also in agreement with many of the behavioral and social characteristics found in studies conducted by Fantini and Weinstein (1968), Oakleif (1971), and Reissman (1967). So it would appear that vocational instructors are spending their time on those affective bheavioral characteristics which are so essential in conjunction with technical skills to make the smooth transition from the school environment to the work place.

A more indepth examination of the data reported in Table 1 also reveals that vocational teachers are indeed spending instructional time in those areas which can best be classified as essential for entry level employment, such as Job Interviews, Employee Characteristics, Career Selection, and Occupational Knowledge Factors. On the other hand, it is also evident from this study that vocational teachers are not devoting much instructional time to those necessary skills which are essential for long-term maintenance of employment or occupational advancement. As an illustration of this point, the cluster of transition skills under the subgroup of Company Knowledge Factors had a mean score of only 2.4. Furthermore, it is evident from an examination of the data in Table 1 that vocational teachers do not spend a great deal of instructional time in those areas which might be classified as the responsibility of other subject matter instructors such as: writing, managing personal finances, consumerism, utilizing resources wisely, personal health and safety, good citizenship, and managing a residence.

It was not the intent of the study to sit in judgment as to which skills vocational instructors should or should not teach but merely to report accurate data in terms of what skills are or are not being taught and how much time is being devoted to these instructional areas. What is important from the findings of this phase of the study is that it appears that there is a clear distinction between those school-to-work transition skills which vocational teachers are addressing, mainly Pre-Employment Skills, and those which vocational teachers are not addressing, mainly Post-Employment Skills. What is also important, as a result of this study, is to more clearly define the parameters of the nature of the school-to-work transition skills that vocational teachers are, indeed, addressing. Subsequently, as a result of defining those parameters, a more clear picture is painted as to which skills vocational teachers are not teaching and, subsequently, should become part of a general related curriculum or as part of the developmental curriculum areas such as English, social studies, or other disciplines.

Adequacy of Time Spent Teaching School-to-Work Transition Skills

As in Table 1, the responses to the adequacy of time needed by teachers teaching school-to-work transition skills were assigned a numerical value. These values were as follows: 1 = more time needed, 2 = about right, and 3 = less time needed. Table 2 contains the mean scores of teachers' responses to school-to-work transition skills statements by adequacy of time needed. The range of possible scores in Table 2 was very limited from a low of ($\overline{X}$ = 1.5 to a high of $\overline{X}$ = 1.9). Only no. 94--Use Newspapers and Other Sources to Sell Personal Possessions and no. 95--Select a Personal Physician and Dentist had a score of ($\overline{X}$ = 1.9). Four other statements had a mean score of ($\overline{X}$ = 1.8), therefore, most of the transition skills statements had a mean score of 1.5, 1.6, or 1.7. If there is any skewness at all to the data, it is in the direction of more time needed. None of the 123 transition skills statements had a mean score of above 1.9, therefore, no respondents felt they should allocate less time for instruction.

Table 2

MEAN SCORES OF TEACHERS' RESPONSES TO SCHOOL-TO-WORK TRANSITION SKILL STATEMENTS BY ADEQUACY OF TIME NEEDED

Transition Skill Statements	G		W		Y		Descriptors		
	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$		$\overline{X}$	
1. Write legibly, using correct grammar and spelling	122	1.5					Writing	1.5	PRE-EMPLOYMENT
2. Prepare business and personal letters	109	1.6							
3. Demonstrate self-confidence, attentiveness, and cooperativeness	133	1.6					Behavioral Characteristics	1.6	
4. Be tactful, trustworthy, helpful, and considerate	134	1.6							
5. Demonstrate a sense of humor	128	1.8							
6. Demonstrate a respect for authority	134	1.6							
7. Demonstrate a sense of responsibility	133	1.6							
8. Demonstrate initiative, good judgment, and integrity	132	1.6							
9. Demonstrate a positive self-concept	133	1.6							
10. Demonstrate realistic expectations	129	1.6							
11. Present a neat, clean, and appropriate appearance	132	1.7							
12. Respect the rights and property of others	133	1.6							
13. Manage time effectively	133	1.5							
14. Anticipate consequences of personal actions	132	1.6							
15. React appropriately to aggressive behavior	130	1.6							
16. Perform basic numerical calculations (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals			132	1.5			Computation	1.6	
17. Use percentages, ratios, and proportions			127	1.6					

Table 2 continued

Transition Skill Statements	G		W		Y				
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$			
18. Use metric measurements in calculations and conversions			117	1.6			Computation	1.6	PRE-EMPLOYMENT
19. Compare numerical values to determine ranges, averages, etc.			114	1.7					
20. Interpret graphs, charts, and tables			124	1.7					
21. Identify occupations and professions through information sources and occupational and professional organizations			131	1.7			Occupational Knowledge Factors	1.6	
22. Evaluate occupational apprenticeships and other training opportunities			136	1.7					
23. Investigate careers in government service including local, state, and federal civil service occupations and active and reserve military programs			120	1.7					
24. Evaluate educational opportunities including college, vocational training, home-study programs, adult and lifelong learning programs			132	1.6					
25. Assess the occupational outlook for high school dropouts, high school and technical school graduates, and college graduates			132	1.6					
26. Investigate the legal aspects of work including the social security system, unemployment and workmen's compensation, the rights and responsibilities of workers, safety and health regulations, work permits, and racial and sex equity in the work place			128	1.6					
27. Demonstrate an understanding of the economics of employment including the production and consumption of goods and services, business profits and losses, competition and prices, supply and demand, the effects of credit on the economy, labor organizations, taxes, and government regulatory agencies			121	1.6					
28. Assess personal aptitudes, abilities, interests, values, and needs			137	1.6			Career Selection	1.6	
29. Determine an occupational preference and make a career choice based on assessment needs			128	1.6					
30. Develop a career plan			132	1.5					

Table 2 continued

Transition Skill Statements	G		W		Y			
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$		
31. Speak clearly and articulately using correct grammar					125	1.6	Communication Skills 1.7	PRE-EMPLOYMENT
32. Give or follow directions clearly and accurately					138	1.6		
33. Make accurate reports of observations					129	1.7		
34. Communicate effectively by telephone					118	1.6		
35. Interpret and/or request clarification of oral and written instructions and directions					130	1.7		
36. Judge the temperament, mood and intent of others					128	1.6		
37. Interpret non-verbal actions					124	1.7		
38. Criticize without degrading or belittling					132	1.7		
39. Give or accept praise					133	1.7		
40. Accept and acknowledge criticism and rejection					130	1.7		
41. Demonstrate tact and poise when speaking in stressful situations					128	1.7		
42. Collect and organize data using libraries, business bureaus, civic and government organizations, professional, and fraternal associations, and businesses					126	1.6	Information Processing, Problem-Solving, and Decision-Making Skills 1.6	
43. Analyze information, define problems, and identify possible solutions and alternatives					136	1.6		
44. Reconcile conflicting demands and conflicts of interest					128	1.6		
45. Read and comprehend newspapers, magazines, reports, and memorandums					126	1.6	Reading 1.6	
46. Read and interpret advertisements, contracts, licenses, labels, directions, maps, catalogs, and signs					130	1.6		
47. Prepare letters of inquiry or application	114	1.5					Job Applications 1.6	JOB SEARCH
48. Compile a list of references	114	1.6						
49. Prepare application forms	113	1.6						

Table 2 continued

Transition Skill Statements	G		W		Y				
	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$			
50. Apply for a social security card, work permit, and licenses	109	1.7					Job Applications	1.6	JOB SEARCH
51. Prepare a resume	113	1.6							
52. Demonstrate an attitude appropriate for a job interview			135	1.5			Job Interviews	1.6	
53. Discuss prior work experiences, and personal, character, and job references			136	1.6					
54. Discuss personal aptitudes with respect to a prospective employer's requirements			137	1.6					
55. Document and discuss all training and education relevant to job openings			131	1.6					
56. Discuss wages and salaries with prospective employer			128	1.7					
57. Investigate the services of employment agencies					124	1.6	Locating Job Openings	1.6	
58. Locate job openings through newspapers, personal contacts, and through direct contact with employers					131	1.6			
59. Identify a prospective employer's products and services					128	1.7	Researching Companies, Products Services, and Personnel	1.6	
60. Determine key contacts within a prospective employer's organization					125	1.6			
61. Determine which type of employment test a prospective employer administers					120	1.6	Employment Tests	1.5	
62. Prepare for common types of employment tests					128	1.5			
63. Identify, evaluate, and use the services of banks and credit unions, such as savings and checking accounts direct deposit and automatic payment services, and financial counseling services	101	1.6					Managing Personal Finances	1.6	POST-EMPLOYMENT
64. Evaluate the methods and costs of borrowing money including types of loans, sources of loans, collateral, interest rates, installment contracts, and credit cards	101	1.6							

Table 2 continued

Transition Skill Statements	G		W		Y				
	N	X	N	X	N	X			
65. Evaluate life insurance programs and policies	96	1.6					Managing Personal Finances	1.6	POST-EMPLOYMENT
66. Prepare and maintain a budget	101	1.6							
67. Establish a credit record	100	1.6							
68. Locate apartments and houses available for rent, lease, or purchase	88	1.6					Maintaining a Residence	1.6	
69. Read and interpret rental agreements and leases	94	1.6							
70. Obtain renters or homeowners insurance	92	1.6							
71. Obtain the services of utility companies	95	1.6							
72. Calculate the cost of maintaining a residence	98	1.6							
73. Be aware of the requirements and procedures for sub-leasing	87	1.6							
74. Explain the rights and responsibilities of tenants	92	1.6							
75. Select and purchase an automobile, furniture, and other personal property	101	1.6					Being a Wise Consumer	1.6	
76. Select and purchase automobile insurance	97	1.6							
77. Identify deceptive advertising practices	106	1.6							
78. Identify reputable and disreputable businesses	108	1.6							
79. Explain the rights of a consumer including laws, contracts, repossessions, and small claims courts	101	1.6							
80. Distinguish between civil and criminal charges	93	1.5							
81. Explain the rights and responsibilities of citizens	100	1.5					Good Citizenship Practices	1.5	
82. Exercise the right to vote	100	1.5							
83. Discuss local, national, and world events	110	1.6							
84. Assist other persons through participation in volunteer organizations	107	1.5							

Table 2 continued

Transition Skill Statements	G		W		Y			
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$		
85. Locate, hire, or enter into agreements with attorneys, contractors, and other professionals or businessmen			105	1.7			Business Agreements 1.7	POST-EMPLOYMENT
86. Return defective merchandise to place of purchase			111	1.8				
87. Interpret sale prices			112	1.7				
88. Use comparison shopping techniques			113	1.7				
89. Interpret unit pricing of food items			96	1.8				
90. Identify prices which are fixed by law			96	1.7				
91. Recognize and report illegal business practices such as deceptive packaging, bait and switch tactics, failure to post prices, illegal sales, fraud, shoddy work, and unlicensed salespersons			105	1.6				
92. Make mail order and catalog purchases			100	1.7				
93. Recognize the pricing techniques by small business and tradespersons			107	1.7				
94. Use newspapers and other sources to sell personal possessions			93	1.9				
95. Select a personal physician and dentist			88	1.9			Personal Health and Safety 1.8	
96. Maintain a proper diet			98	1.8				
97. Exercise safety procedures in the home			112	1.7				
98. Maintain physical fitness			103	1.7				
99. Identify and describe community health-related services such as home care, venereal disease, mental health, and alcohol and drug abuse services, etc.			101	1.6			Community Resources 1.7	
100. Identify and describe community family-related services including marital counseling, problem pregnancies, unfair treatment, children and youth, and nursing home services, etc.			91	1.7				
101. Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.			96	1.7				

Table 2 continued

Transition Skill Statements	G N	G $\bar{X}$	W N	W $\bar{X}$	Y N	Y $\bar{X}$		
102. Identify and describe community legal and financial counseling, and law enforcement services, etc.			92	1.8			Community Resources 1.7	POST-EMPLOYMENT
103. Identify and describe community services such as recreation, transportation, employment, and emergency services, etc.			97	1.7				
104. Describe an employer's management structure					114	1.6	Company Knowledge Factors 1.6	
105. Identify and evaluate company pay and benefit plans including merit raises, health and dental plans, life insurance plan, credit unions, payroll deductions, educational benefit, and company training					114	1.5		
106. Demonstrate a knowledge of the employee's union, including its sturcture, dues, policies, mission, meetings and obligations					114	1.6		
107. Identify company career paths					124	1.6		
108. Demonstrate a knowledge of safety and emergency procedures, and on-site health care services					131	1.6		
109. Demonstrate a knowledge of company rules and regulations such as grievance procedures, etc.					116	1.6		
110. Demonstrate a knowledge of the procedures for requesting a raise					118	1.6		
111. Display motivation toward work					133	1.5	Employee Characteristics 1.6	
112. Adjust to changes in working conditions					130	1.6		
113. Tactfully accept or decline overtime work requests					113	1.7		
114. Demonstrate loyalty to company					127	1.7		
115. Tactfully handle frustration at work					124	1.6		
116. Participate in work-related social activities					116	1.7		
117. Work effectively without supervision or with limited supervision					132	1.6		
118. Maintain a good work attendance record					135	1.7		

Table 2 continued

Transition Skill Statements	G		W		Y			
	N	X̄	N	X̄	N	X̄		
119. Follow directions correctly and complete assigned tasks					1065	2.8	Employee Characteristics 2.6	POST-EMPLOYMENT
120. Ask questions when confused					1061	2.8		
121. Demonstrate a willingness to improve personal capabilities and acquire new skills					1062	2.7		
122. Be a productive employee					1065	2.7		
123. Work effectively as a team member and get along with other employees					1062	2.8		

Possible responses - 1 = Not Taught, 2 = Undecided, 3 = Taught

Further examination of the responses reported in Table 2 under the 22 descriptors, reveals the same commonality with the mean scores as reported and discussed earlier. The range of possible scores for the Pre-Employment Skills category ranged from Writing ($\overline{X}$ = 1.5) to a high of $\overline{X}$ = 1.7 for Computation Skills. For both the Job Search Skills and Post-Employment Skills categories, all statements received a mean score of either 1.5, 1.6, 1.7, or 1.8. Therefore, one can conclude that teachers feel the amount of time they are allocating for instruction in the school-to-work transition skill areas is rather appropriate, or perhaps warrants very little additional time.

When making comparisons with the adequacy of time needed, as reported in Table 2, with the amount of time allocated (Table 1), it is interesting to note that although there was a rather unique imbalance between Pre-Employment Skills, Job Search Skills, and Post-Employment Skills in Table 1, the vocational teachers still felt that the time balance between transition skills in each of the three areas was about right.

Furthermore, although vocational teachers are spending the greatest amount of time in the instruction of transition skills in the areas of behavioral characteristics and job and employer characteristics (see Table 1), respondents are still indicating that they feel that this time is appropriate. The results, as shown in Table 2, seem to indicate that vocational teachers feel they are justified and, furthermore, are comfortable with the amount of time they are allocating to these transition skills under each of the three categories of Pre-Employment Skills, Job Search Skills, and Post-Employment Skills.

Reasons for Not Teaching School-to-Work Transition Skills

As indicated in the introductory statements to this section, the teacher questionnaire consisted of a listing of school-to-work transition skill statements. The first task for the respondents was to indicate the amount of time allocated in their program for teaching the respective transition skill statements. Since this was a forced response, structured questionnaires ranging from 0--not taught to 6-60 minutes or more, it was necessary to probe for particular reasons why some of the transition skills were not taught as part of the vocational program. Part B of the questionnaire was designed to serve this function. An examination of the responses, as listed in Table 3, indicate the frequency and percentages of teachers responses to reasons why some school-to-work transition skills were not taught. A general overall examination of the responses in Table 3 indicates that there were three primary reasons why some school-to-work transitions skills were not taught. The most frequently cited reason was "This skill has been or will be taught in other course(s)." The second most cited reasons were those specified under the category titled, "Others". The third most frequently cited reason was categorized under, "There is not enough time to cover this skill".

Two rather interesting comparisons can be made with the responses reported in Table 3, with those reported in Tables 1 and 2. As indicated earlier, the data in Table 1 indicated that teachers spent the greatest bulk of their time teaching those school-to-work transition skills which can be categorized as Pre-Employment in nature. This was followed by those skills under the category of Job Search, with those under Post-Employment a distant third. It was speculated that perhaps vocational teachers were relying on the fact that their task was to address those transition skills which are essential for job procurement, or entry level positions. Therefore, skills essential for growth and promotion on the job, would be best learned in other disciplines. Furthermore, this is substantiated by examining the mean scores in Table 1 under the category of descriptors. Again, as reported earlier,

Table 3

FREQUENCIES AND PERCENTAGES OF TEACHERS' RESPONSES TO REASONS
WHY SOME SCHOOL-TO-WORK TRANSITION SKILLS WERE NOT TAUGHT

Transition Skill Statements	N	Not Necess.		Lack Instr. Material		Not Enough Time		Will be Taught in Other Courses		Never Thought of		Don't Like Stat't.		Lack Competence		Will Learn On Job		Too Diffic.		Common Sense		Other		Descriptors
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. Write legibly, using correct grammar and spelling	40			2	5.0	7	17.5	24	60.0					2	5.0			1	2.5			4	10.0	Writing
2. Prepare business and personal letters	96			6	6.3	20	20.9	43	44.8	1	1.0	1	1.0	4	4.2			2	2.1	1	1.0	18	18.8	
3. Demonstrate self-confidence, attentiveness, and cooperativeness	2																					2	100.0	Behavioral Characteristics
4. Be tactful, trustworthy, helpful, and considerate	2																					2	100.0	
5. Demonstrate a sense of humor	17	4	23.5			2	11.8	3	17.7	2	11.8			2	11.8							4	23.5	
6. Demonstrate a respect for authority	1																					1	100.0	
7. Demonstrate a sense of responsibility	1																					1	100.0	
8. Demonstrate initiative, good judgment, and integrity	2																					2	100.0	
9. Demonstrate a positive self-concept	0																							
10. Demonstrate realistic expectations	0																							
11. Present a neat, clean, and appropriate appearance	3							1	33.3													2	66.7	
12. Respect the rights and property of others	0																							
13. Manage time effectively	1																					1	100.0	
14. Anticipate consequences of personal actions	4							2	50.0											1	25.0	1	25.0	
15. React appropriately to aggressive behavior	11	1	9.1					3	27.3	1	9.1			2	18.2					1	9.2	3	27.3	
16. Perform basic numerical calculations (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals	18	3	16.7	1	5.56	1	5.6	10	55.6					1	5.6							2	11.1	Computation
17. Use percentages, ratios, and proportions	26	3	11.5			2	7.7	15	57.7					1	3.9			2	7.7			3	11.5	

PRE-EMPLOYMENT

Table 3 continued

Transition Skill Statements	N	Not Necess.		Lack Instr. Material		Not Enough Time		Will be Taught in Other Courses		Never Thought of		Don't Like Stat't.		Lack Competence		Will Learn On Job		Too Diffic.		Common Sense		Other		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
18. Use metric measurements in calculations and conversions	64	11	17.2	2	3.1	4	6.3	27	42.2					6	9.4			1	1.6	1	1.6	12	18.8	Computation
19. Compare numerical values to determine ranges, averages, etc.	57	12	21.0			7	12.3	22	38.6	3	5.3							2	3.5	1	1.8	10	17.5	
20. Interpret graphs, charts, and tables	33	6	18.2			5	15.2	14	42.4									1	3.0			7	21.2	
21. Identify occupations and professions through information sources and occupational and professional organizations	14	2	14.3	1	7.1	3	21.4	4	28.5													4	28.6	Occupational Knowledge Factors
22. Evaluate occupational apprenticeships and other training opportunities	8			1	12.5	2	25.0	3	37.5													2	25.0	
23. Investigate careers in government service including local, state, and federal civil service occupations and active and reserve military programs	38	5	13.2	3	7.9	5	13.2	13	34.2	2	5.3			3	7.9							7	18.4	
24. Evaluate educational opportunities including college, vocational training, home-study programs, adult and lifelong learning programs	20	1	5.0	1	5.0	4	20.0	7	35.0	1	5.0			1	5.0					1	5.0	4	20.0	
25. Assess the occupational outlook for high school dropouts, high school and technical school graduates, and college graduates	23	1	4.4			5	21.8	8	34.8	2	8.7	2	8.7	1	4.4							4	17.4	
26. Investigate the legal aspects of work including the social security system, unemployment and workmen's compensation, the rights and responsibilities of workers, safety and health regulations, work permits, and racial and sex equity in the work place	32	3	9.4			5	15.6	12	37.5	2	6.3	1	3.1	2	6.3	2	6.30	2	6.3	1	3.1	4	12.5	
27. Demonstrate an understanding of the economics of employment including the production and consumption of goods and services, business profits and losses, competition and prices, supply and demand, the effects of credit on the economy, labor organizations, taxes, and government regulatory agencies	37	3	8.1	2	5.4	4	10.8	17	46.0	1	2.7	1	2.7	1	2.7			1	2.7			7	18.9	
28. Assess personal aptitudes, abilities, interests, values, and needs	5							2	40.0													3	60.0	Career Selection
29. Determine an occupational preference and make a career choice based on assessment needs	17	1	5.9			2	11.8	6	35.3													8	47.1	
30. Develop a career plan	20			1	5.0	3	15.0	6	30.0			2	10.0	1	5.0							7	35.0	

PRE-EMPLOYMENT

Table 3 continued

Transition Skill Statements	N	Not Necess.		Lack Instr. Material		Not Enough Time		Will be Taught in Other Courses		Never Thought of		Don't Like Stat't.		Lack Competence		Will Learn On Job		Too Diffic.		Common Sense		Other			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
31. Speak clearly and articulately using correct grammar	43			2	4.7	4	9.3	17	39.5	2	4.7	1	2.3	4	9.3	1	2.3			1	2.3	11	25.6	Communication Skills	PRE-EMPLOYMENT
32. Give or follow directions clearly and accurately	1																					1	100.0		
33. Make accurate reports of observations	13			1	7.7	2	15.4	3	23.1			1	7.7	1	7.7							5	38.5		
34. Communicate effectively by telephone	61	2	3.3	6	9.8	14	23.0	13	21.3	4	6.6	2	3.3	2	3.3	2	3.3			5	8.2	11	18.0		
35. Interpret and/or request clarification of oral and written instructions and directions	11					1	9.1	2	18.2	1	9.1			1	9.1	1	9.1	1	9.1			4	36.4		
36. Judge the temperament, mood and intent of others	41	2	4.9	1	2.4	7	17.1	5	12.2	2	4.9	2	4.9	6	14.6	1	2.4	1	2.4	4	9.8	10	24.4		
37. Interpret non-verbal actions	46	3	6.5	1	2.2	5	10.9	8	17.4	6	13.0	3	6.5	6	13.0	3	6.5	1	2.7	2	4.4	8	17.4		
38. Criticize without degrading or belittling	26	2	7.7	1	3.9	3	11.5	2	7.7	3	11.5	2	7.7	3	7.7	3	7.7			3	7.7	7	26.9		
39. Give or accept praise	16					1	6.3	1	6.3	2	12.5	1	6.3	2	12.5	1	6.3			2	12.5	6	37.5		
40. Accept and acknowledge criticism and rejection	20					1	5.0	3	15.0	3	15.0	1	5.0	4	20.0					2	10.0	6	30.0		
41. Demonstrate tact and poise when speaking in stressful situations	34	2	5.9			3	8.9	9	26.5	2	5.9	1	2.9	3	8.8	1	2.9	1	2.9	4	11.8	8	23.5		
42. Collect and organize data using libraries, business bureaus, civic and government organizations, professional, and fraternal associations, and businesses	38					5	13.2	14	36.8	1	2.6	1	2.6	3	7.9			1	2.6			13	34.2	Information Processing, Problem Solving, and Decision-Making Skills	
43. Analyze information, define problems, and identify possible solutions and alternatives	13					2	15.4	3	23.1	1	7.7	1	7.7	3	23.1							3	23.1		
44. Reconcile conflicting demands and conflicts of interest	37	1	2.7	1	2.7	5	13.5	6	16.2	5	13.5	1	2.7	6	16.2	4	10.8	1	2.7			7	18.9		
45. Read and comprehend newspapers, magazines, reports, and memorandums	34	1	2.9	1	2.9	5	14.7	10	29.4	1	2.9	1	2.9	4	11.8	1	2.9					10	29.4	Reading	
46. Read and interpret advertisements, contracts, licenses, labels, directions, maps, catalogs, and signs	25					2	8.0	7	28.0	3	12.0	1	4.0	2	8.0	1	4.0					9	36.0		
47. Prepare letters of inquiry or application	53	2	3.8	3	5.7	9	17.0	24	45.3			1	1.9	2	3.8							12	22.6	Job Applications	JOB SEARCH
48. Compile a list of references	43	1	2.3	2	4.7	6	14.0	21	48.8			1	2.3	2	4.7							10	23.3		
49. Prepare application forms	43	1	2.3	2	4.7	7	16.3	22	51.2			1	2.3	2	4.7							8	18.6		

Table 3 continued

Transition Skill Statements	N	Not Necess.		Lack Instr. Material		Not Enough Time		Will be Taught in Other Courses		Never Thought of		Don't Like Stat't.		Lack Competence		Will Learn On Job		Too Diffic.		Common Sense		Other			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
50. Apply for a social security card, work permit, and licenses	77	1	1.3	4	5.2	12	15.6	36	46.8			1	1.3	4	5.2	1	1.3			1	1.3	17	22.1	Job Applications	JOB SEARCH
51. Prepare a resume	48	3	6.3	1	2.1	6	12.5	22	45.8			1	2.1	2	4.2							13	27.1		
52. Demonstrate an attitude appropriate for a job interview	7					3	42.9	2	28.6			1	14.3									1	14.3	Job Interviews	
53. Discuss prior work experiences, and personal, character, and job references	10					2	20.0	3	30.0							1	10.0					4	40.0		
54. Discuss personal aptitudes with respect to a prospective employer's requirements	4	1	25.0					1	25.0													2	50.0		
55. Document and discuss all training and education relevant to job openings	17					2	11.8	4	23.5			1	5.9							2	11.9	8	47.1		
56. Discuss wages and salaries with prospective employer	26					1	3.9	9	34.6			1	3.9			4	15.1			1	3.9	10	38.5		
57. Investigate the services of employment agencies	45	2	4.4	2	4.4	5	11.1	12	26.6	2	4.4	1	2.2	4	8.9	1	2.2	1	2.2	1	2.2	14	31.1	Locating Job Openings	
58. Locate job openings through newspapers, personal contacts, and through direct contact with employers	20			1	5.0	3	15.0	6	30.0	1	5.0	1	5.0	1	5.0	1	5.0					6	30.0		
59. Identify a prospective employer's products and services	26	1	3.9	1	3.9	3	11.5	6	23.1	2	7.7	1	3.9	1	3.9					1	3.9	10	38.5	Researching Companies, Products Services, and Personnel	
60. Determine key contacts within a prospective employer's organization	50	2	4.0	2	4.0	5	10.0	9	18.0	2	4.0	1	2.0	2	4.0	6	12.0	1	2.0	1	2.0	19	38.0		
61. Determine which type of employment test a prospective employer administers	60	2	3.3	5	8.3	8	13.3	8	13.3	5	8.3	3	5.0	6	10.0	3	5.0	1	1.7	1	1.7	18	30.0	Employment Tests	
62. Prepare for common types of employment tests	54	1	1.9	3	5.6	7	13.0	13	24.1	4	7.4	1	1.9	6	11.1	2	3.7	1	1.9	1	1.9	15	27.8		
63. Identify, evaluate, and use the services of banks and credit unions, such as savings and checking accounts direct deposit and automatic payment services, and financial counseling services	119	1	.8	6	5.0	23	19.3	48	40.3	2	1.7	1	.8	7	5.9	3	2.5	2	1.8	1	.8	25	21.0	Managing Personal Finances	POST-EMPLOYMENT
64. Evaluate the methods and costs of borrowing money including types of loans, sources of loans, collateral, interest rates, installment contracts, and credit cards	123	2	1.6	6	4.9	23	8.7	52	42.3	2	1.6	1	.8	7	5.7	2	1.6	2	1.6	1	.8	25	20.3		

Table 3 continued

Transition Skill Statements	N	Not Necess.		Lack Instr. Material		Not Enough Time		Will be Taught in Other Courses		Never Thought of		Don't Like Stat't.		Lack Competence		Will Learn On Job		Too Diffic.		Common Sense		Other			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
65. Evaluate life insurance programs and policies	144	6	4.2	7	4.9	25	7.4	59	41.0	2	1.4	2	1.4	8	5.6	2	1.4	5	3.5	1	.7	27	18.8	Managing Personal Finances	POST-EMPLOYMENT
66. Prepare and maintain a budget	129	4	3.1	6	4.7	23	17.8	52	40.3	2	1.6	1	.8	8	6.2	2	1.0	3	2.3	2	1.6	20	20.2		
67. Establish a credit record	134	2	1.5	7	5.2	24	17.9	55	41.0	2	1.5	1	.8	8	6.0	3	2.2	4	3.0	2	1.5	26	19.4		
68. Locate apartments and houses available for rent, lease, or purchase	155	4	2.6	8	5.2	27	17.4	59	38.1	3	1.9	2	1.3	12	7.7	1	.7	4	2.6	5	3.2	30	19.4	Maintaining a Residence	
69. Read and interpret rental agreements and leases	152	4	2.6	7	4.6	27	17.8	59	38.8	3	2.0	2	1.3	11	7.2	1	.7	3	2.0	3	2.0	32	21.1		
70. Obtain renters or homeowners insurance	158	4	2.5	7	4.4	30	19.0	57	36.1	3	1.9	1	.6	14	8.9	2	1.3	4	2.5	3	1.9	33	20.9		
71. Obtain the services of utility companies	149	5	3.4	7	4.7	29	19.5	53	35.6	3	2.0	1	.7	11	7.4	2	1.3	4	2.7	4	2.7	30	20.1		
72. Calculate the cost of maintaining a residence	144	4	2.8	7	4.9	25	17.4	54	37.5	3	2.1	1	.7	10	6.9	1	.7	4	2.8	5	3.5	30	20.8		
73. Be aware of the requirements and procedures for sub-leasing	164	8	4.9	7	4.3	29	17.7	59	36.0	4	2.4	2	1.2	13	7.9	2	1.2	5	3.1	4	2.4	31	19.0		
74. Explain the rights and responsibilities of tenants	158	7	4.4	8	5.1	30	19.0	57	36.1	3	1.9	1	.6	12	7.6	2	1.3	4	2.5	4	2.5	30	19.0		
75. Select and purchase an automobile, furniture, and other personal property	136	3	2.2	7	5.2	25	18.4	54	39.7	3	2.2	2	1.5	9	6.6	2	1.5	3	2.2	3	2.2	25	18.4	Being a Wise Consumer	
76. Select and purchase automobile insurance	142	4	2.8	9	6.3	27	19.0	55	38.7	3	2.1	1	.7	8	5.6	2	1.4	2	1.4	3	2.1	28	19.7		
77. Identify deceptive advertising practices	107	2	1.9	5	4.7	20	18.7	41	38.3	2	1.9	1	.9	8	7.5	2	1.9	2	1.9	4	3.7	20	18.7		
78. Identify reputable and disreputable businesses	114	2	1.8	5	4.4	21	18.4	41	36.0	2	1.8	2	1.8	9	7.8	1	.9	3	2.6	3	2.6	25	21.9		
79. Explain the rights of a consumer including laws, contracts, repossessions, and small claims courts	130	5	3.9	9	6.9	26	20.0	47	36.2	2	1.5	2	1.6	10	7.7	1	.77	4	3.1	3	2.3	21	16.2		
80. Distinguish between civil and criminal charges	143	5	3.5	8	5.6	25	17.5	57	39.9	3	2.1	1	.7	10	7.0	2	1.4	4	2.8	3	2.1	25	17.5		
81. Explain the rights and responsibilities of citizens	91	3	3.3	4	4.4	16	17.6	39	42.8	1	1.1	1	1.1	8	8.8	2	2.2	1	1.1	1	1.1	15	16.5	Good Citizenship Practices	
82. Exercise the right to vote	97	3	3.1	3	3.1	13	13.4	46	47.4	1	1.0	1	1.0	6	6.2	2	2.1	2	2.1	1	1.0	19	19.6		
83. Discuss local, national, and world events	64	1	3.1	3	3.1	7	10.9	29	45.3	2	3.1			6	9.4			1	1.5	1	1.6	14	21.9		
84. Assist other persons through participation in volunteer organizations	76	3	4.0	2	2.6	7	9.2	30	39.5	3	4.0	1	1.3	5	6.6	1	1.3	2	2.6	1	1.3	21	27.6		

Table 3 continued

Transition Skill Statements	N	Not Necess.		Lack Instr. Material		Not Enough Time		Will be Taught in Other Courses		Never Thought of		Don't Like Stat't.		Lack Competence		Will Learn On Job		Too Diffic.		Common Sense		Other			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
85. Locate, hire, or enter into agreements with attorneys, contractors, and other professionals or businessmen	87	10	11.5	2	2.3	5	5.8	27	31.0	4	4.6	3	3.5	4	4.6	2	2.3	2	2.3	2	2.3	26	29.9	Business Agreements	POST-EMPLOYMENT
86. Return defective merchandise to place of purchase	69	6	8.7	1	1.5	5	7.3	22	31.9	3	4.4	3	4.4	2	2.9	1	1.5			4	5.8	22	31.9		
87. Interpret sale prices	63	9	14.3	1	1.6	6	9.5	18	28.6	2	3.2	3	4.8	3	4.8	1	1.6			1	1.6	19	30.2		
88. Use comparison shopping techniques	66	7	10.6			3	4.6	24	36.4	2	3.0	3	4.6	3	4.6	1	1.5	1	1.5	1	1.5	21	31.8		
89. Interpret unit pricing of food items	99	12	12.1	1	1.0	7	7.1	32	32.3	3	3.0	3	3.0	4	4.0					3	3.0	34	34.3		
90. Identify prices which are fixed by law	94	9	9.6	4	4.3	6	6.4	29	30.9	4	4.3	3	3.2	5	5.3	1	1.1	1	1.1	1	1.1	31	33.0		
91. Recognize and report illegal business practices such as deceptive packaging, bait and switch tactics, failure to post prices, illegal sales, fraud, shoddy work, and unlicensed salespersons	79	6	7.6	1	1.3	9	11.4	24	30.4	4	5.1	3	3.8	4	5.1	2	2.5	1	1.3			25	31.7		
92. Make mail order and catalog purchases	83	12	14.5	1	1.2	4	4.8	31	37.4	4	4.8	2	2.4	3	3.6	1	1.2			2	2.4	23	27.7		
93. Recognize the pricing techniques by small business and tradespersons	67	5	7.5	2	3.0	6	9.0	22	32.8	3	4.5	1	1.5	6	9.0	3	4.5					19	28.4		
94. Use newspapers and other sources to sell personal possessions	102	11	10.8	1	1.0	7	6.9	34	33.3	4	3.9	2	2.0	5	4.9	2	2.0			4	3.9	32	31.4		
95. Select a personal physician and dentist	126	13	10.3	2	1.6	11	8.7	40	31.8	5	4.0	2	1.6	8	6.4	1	.8			4	4.0	39	31.0	Personal Health and Safety	
96. Maintain a proper diet	89	10	11.2			6	6.7	31	34.8	3	3.4	2	2.3	4	4.5	1	1.1			2	2.3	30	33.7		
97. Exercise safety procedures in the home	52	5	9.6			3	5.8	18	34.6	2	3.9	1	1.9	3	5.8							20	38.5		
98. Maintain physical fitness	64	4	6.3			3	4.7	26	40.6	2	3.1	1	1.6	3	4.7					1	1.6	24	37.5		
99. Identify and describe community health-related services such as home care, venereal disease, mental health, and alcohol and drug abuse services, etc.	80	6	7.5	4	5.0	5	6.3	28	35.0	4	5.0	2	2.5	5	6.3					1	1.3	25	31.3	Community Resources	
100. Identify and describe community family-related services including marital counseling, problem pregnancies, unfair treatment, children and youth, and nursing home services, etc.	100	7	7.9	3	3.0	8	8.0	34	34.0	4	4.0	2	2.0	7	7.0					3	3.0	32	32.0		
101. Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.	93	5	6.4	4	4.3	8	8.6	35	37.6	3	3.2	2	2.2	4	4.3					2	2.2	30	32.3		

Table 3 continued

Transition Skill Statements	N	Not Necess.		Lack Instr. Material		Not Enough Time		Will be Taught in Other Courses		Never Thought of		Don't Like Stat't.		Lack Competence		Will Learn On Job		Too Diffic.		'Common Sense		Other			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
102. Identify and describe community legal and financial counseling, and law enforcement services, etc.	104	8	7.7	5	4.8	8	7.7	36	34.6	5	4.8	2	1.9	5	4.8					2	1.9	33	31.7	Community Resources	POST-EMPLOYMENT
103. Identify and describe community services such as recreation, transportation, employment, and emergency services, etc.	77	5	6.5	4	5.2	5	7.79	24	31.2	4	5.2	1	1.3	3	3.9					2	2.6	28	36.4		
104. Describe an employer's management structure	64	3	4.7	1	1.6	8	12.5	10	16.6	3	4.7	1	1.6	3	4.7	10	15.6					25	39.1	Company Knowledge Factors	
105. Identify and evaluate company pay and benefit plans including merit raises, health and dental plans, life insurance plan, credit unions, payroll deductions, educational benefit, and company training	55	1	1.8			8	14.6	10	18.2	2	3.6	1	1.8	3	5.5	11	20.00					19	34.6		
106. Demonstrate a knowledge of the employee's union, including its sturcture, dues, policies, mission, meetings and obligations	78	2	2.6	1	1.3	9	11.5	11	14.1	4	5.1	2	2.6	6	7.6	17	21.8					26	33.3		
107. Identify company career paths	45	2	4.4			6	13.3	5	11.1	2	4.4			1	2.22	10	22.2					19	42.2		
108. Demonstrate a knowledge of safety and emergency procedures, and on-site health care services	23					3	13.0	1	4.4	1	4.4					3	13.0					15	65.2		
109. Demonstrate a knowledge of company rules and regulations such as grievance procedures, etc.	69	1	1.5	2	2.9	9	13.0	7	10.1	2	2.9	1	1.5	4	5.8	19	27.5					24	34.8		
110. Demonstrate a knowledge of the procedures for requesting a raise	60	3	5.0			8	13.3	9	15.0	3	5.0	1	1.7	3	5.0	11	18.3					22	36.7		
111. Display motivation toward work	16					2	12.5	2	12.5	2	12.5	1	6.3	1	6.3					1	6.2	7	43.8	Employee Characteristics	
112. Adjust to changes in working conditions	24	1	4.2			3	12.5	2	8.3	2	8.3	1	4.2	1	4.2	1	4.2	1	4.2	1	4.2	11	45.8		
113. Tactfully accept or decline overtime work requests	75	5	6.7			9	12.0	9	12.0	3	4.0	1	1.3	4	5.3	10	13.3	2	2.7	5	6.7	27	36.0		
114. Demonstrate loyalty to company	44	2	4.6			6	13.6	6	13.6	3	6.8	2	4.6	3	6.8	3	6.8	1	2.3	1	2.3	17	38.6		
115. Tactfully handle frustration at work	37					5	13.5	5	13.5	6	16.2	1	2.7	3	8.1	1	2.7	1	2.7	1	2.7	14	37.8		
116. Participate in work-related social activities	65	6	9.2	1	1.5	8	12.3	6	9.2	4	6.2	1	1.5	3	4.6	6	9.2			2	3.1	28	43.1		
117. Work effectively without supervision or with limited supervision	16					2	12.5	3	18.8	1	6.3	1	6.3	2	12.5					1	6.3	6	37.5		
118. Maintain a good work attendance record	7					1	14.3	1	14.3	1	14.3	1	14.3	1	14.3							2	28.6		

Table 3 continued

Transition Skill Statements	N	Not Necess.		Lack Instr. Material		Not Enough Time		Will be Taught in Other Courses		Never Thought of		Don't Like Stat't.		Lack Competence		Will Learn On Job		Too Diffic.		Common Sense		Other		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
119. Follow directions correctly and complete assigned tasks	6					1	16.7	1	16.7	1	16.7	1	16.7	1	16.7							1	16.7	Employee Characteristics POST-EMPLOYMENT
120. Ask questions when confused	7					1	14.3	1	14.3	1	14.3	1	14.3	1	14.3	1	14.3					1	14.3	
121. Demonstrate a willingness to improve personal capabilities and acquire new skills	10					1	20.0	2	20.0	1	10.0	1	10.0	2	20.0							2	20.0	
122. Be a productive employee	7					1	14.3	1	14.3	1	14.3	1	14.3	1	14.4							2	28.0	
123. Work effectively as a team member and get along with other employees	10					2	20.0	2	20.0	1	10.0	1	10.0	2	20.0							2	20.0	

some of those descriptors, such as Writing, Communications Skills, Computation Skills, Maintaining a Residence, Maintaining Personal Finances, Being a Wise Consumer, and so forth, were rather low when compared to the descriptors of Behavioral Characteristics, Employee Characteristics, and those in the Job Search Skills area. The data, reported in Tables 1 and 2, seem to indicate that vocational teachers have a clear understanding in regard to just exactly which transition skills are best taught in a vocational curriculum and those which are thought to belong in an academic or supporting curricula.

The second interesting comparison can be made between the data reported in Table 3 and that found in Table 2. The data reported in Table 2 indicates that vocational teachers felt they were spending an appropriate amount of time on the list of school-to-work transition skills. On the other hand, Table 3 indicates that those people not teaching certain school-to-work transition skills justify their actions by stating that those skills are best taught in another course, or that there is not enough time for inclusion in the vocational curriculum, and a variety of other reasons. In combination, data in Tables 2 and 3 indicate that vocational teachers can justify, at least to themselves, why they teach or do not teach certain school-to-work transition skills.

The third comparison found in Table 3, to make a good parallel with data found in Table 2, is the number of teachers who do not teach selected transition skills. For example, those transition skills found in the category of Post-Employment had the lowest mean scores for the amount of time spent in instruction. By closely examining the number of teachers who did not teach certain transition skills, it can be seen that the major contributor to this low mean score in Table 2 was the fact that a high number of teachers did not include many of the Post-Employment Skills in their curriculum. For example, those transition skills in the descriptor of Maintaining a Residence, Managing Personal Finances, Being a Wise Consumer, and Business Agreements had the highest number of teachers who did not include these skills as part of their instruction.

Pre-Employment Skills

When examining the data in Table 3 by the Pre-Employment Skills category, it is evident that vocational teachers not including certain transition skills as part of the vocational curriculum feel that these skills are best taught in another course, or that there is not enough time for their inclusion in the regular curriculum. It might also be pointed out that the "Others" category also showed a rather high percentage of reasons for not including certain transition skills in the vocational curriculum. By examining the descriptor of Communication Skills within the Pre-Employment Skills category, it is evident that the reasons for not teaching certain communication skills are much more varied than the other descriptors listed in the Pre-Employment Skills category.

Job Search Skills

In the Job Search Skills category, like the Pre-Employment Skills category, three primary reasons for not including certain job search skills were: 1) "The skills have been or will be taught in other course(s)", 2) "There is not enough time to cover this skill" and, 3) the category of "Others" also showed a high frequency in percentages of responses. Like Communication Skills in the Pre-Employment Skills section, Employment Tests in the Job Search Skills category, also showed a wide variety of reasons listed for not including these transition skills in the vocational curriculum.

Post-Employment Skills

In the Post-Employment Skills category, unlike the other two categories, the reasons seem to be many and varied. But again, the trend appears to support the thinking that vocational teachers feel that certain transition skills are best taught in other courses, there is not enough time for inclusion in the vocational curriculum or third, a variety of other reasons. Unlike the other two categories, the subcategories of Managing Personal Finances, Maintaining a Residence, Being a Wise Consumer, Good Citizenship Practice, and some Employee Characteristics had a wide variety of reasons for not being included as part of the regular curriculum.

General Questions Regarding Resource Materials, Funding, Personnel and Curriculum

Part C of the teacher questionnaire was designed to solicit responses to seven general questions dealing with the topics of resource materials, funding, personnel, and curriculum. An examination of the findings, as indicated in Table 4, reveals the responses to these seven questions. A general examination of the findings ~~as reported~~ in Table 4, shows little difference between each of the three questionnaires. As mentioned in the introduction to this section, in order to facilitate the rapid collection of information, the list of 123 school-to-work transition skills were divided into three equal questionnaires. Each of the teacher questionnaires had a balance between questions dealing with Pre-Employment, Job Search, and Post-Employment transition skills. An examination of the responses to each of the seven questions for the three questionnaires reveals rather common agreement in terms of the number of responses and percentages within each of the seven questions. Probably the most important data found in Table 4 is that under the column heading of Totals. A general examination of the findings reveals a higher number of negative and, subsequently, a larger

Table 4

Frequency And Percentage Of Teachers' Responses To Seven General School-To-Work Transition Skill Information Questions Related To Resource Materials, Funding, Personnel, And Curriculum

Reasons	G				W				Y				Total			
	Yes		No		Yes		No		Yes		No		Yes		No	
Do you know:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1) What resource materials can be used to teach specific transition skills?	83	58.9	58	41.1	84	60.4	55	39.6	84	60.4	55	39.6	251	59.9	168	40.1
2) Where to write publishers who have materials on transition skills for the disadvantaged?	65	46.1	76	53.9	68	47.9	74	52.1	63	45.0	77	55.0	196	46.3	227	53.7
3) Where to locate information on programs which have been successful?	60	42.9	80	57.1	56	39.7	85	60.3	71	50.7	69	49.3	187	44.4	234	55.6
4) Whether local, state, or federal funds are available for program operations?	47	33.6	93	66.4	45	31.9	96	68.1	45	32.4	94	67.6	137	32.6	283	67.4
5) Who is the state curriculum specialist?	23	16.3	118	83.7	24	17.0	117	83.0	28	19.9	113	80.1	75	17.7	348	82.3
6) Who is the state consultant for programs for the disadvantaged?	22	15.6	119	84.4	23	16.3	118	83.7	29	20.6	112	79.4	74	17.5	349	82.5
7) Whether free curriculum materials are available.	56	39.7	85	60.3	72	50.7	70	49.3	64	45.7	76	54.3	192	45.4	231	54.6

percentage for all but item number one. A total of 59.9% of the respondents knew what resource materials could be used to teach specific transition skills. This means that 40.1% of the vocational teachers who responded to this item still encounter difficulty in knowing where to locate resource materials for instructional purposes.

Question number two sought to collect information regarding publishers who might have materials for use in teaching school-to-work transition skills. Forty-six point three (46.3) percent of the respondents indicated that they knew where to locate publishing companies for available materials; 53.1% responded negatively. The responses to question number three regarding information on exemplary programs was very similar to that of question number two. Forty-four point four (44.4) percent indicated that they knew where to locate information whereas 55.6% expressed difficulty in locating information on successful vocational programs for the disadvantaged.

Question number four sought to determine whether vocational teachers knew whether local, state, or federal funds were available for program operations. A rather disturbing 67.4% indicated that they did not know whether local, state, or federal funds were available for program operations. This high percentage of respondents seems to be in accord with earlier national studies such as that conducted by Walsh and Totten (1976) which found that a vast number of programs did not comply with federal guidelines under Public Law 94-482, The Education Amendments of 1976. Subsequently, if vocational teachers are unaware of local, state, and federal funding, then one can hardly expect them to be in compliance with the rules and regulations which are outlined in various funding appropriations such as Public Law 94-482.

Question number five sought information concerning the state curriculum specialist. Again, a rather high percentage, 82.3% indicated that they could not name the state curriculum specialist. Perhaps if a larger percentage of the vocational teachers did know of the state curriculum specialist and the types of materials available, the number of persons (the 40% who responded negatively to question number one regarding the availability of resource materials) would be somewhat reduced.

Question number six sought to identify the consultant for disadvantaged and handicapped programs in each state. Yet 82.5% of the respondents had no idea who the state consultant for disadvantaged and handicapped programs was. Question number seven sought responses to the availability of free curriculum materials. Forty-five point four (45.5) percent of the respondents indicated they knew where to locate free curriculum materials. On the other hand, 54.6% had no idea where free curriculum materials for use in instruction of disadvantaged learners in vocational education might be available.

It is somewhat disturbing to note that in six of the seven questions the percentage of negative responses was higher than the affirmative responses. If vocational teachers are going to be responsible for delivering quality vocational instruction and service to disadvantaged learners, then it would seem appropriate that they have some idea as to the funding of program operations, the availability of curriculum and resource materials, and some knowledge of state specialists.

Student Questionnaire

Objective two was to survey disadvantaged learners enrolled in vocational programs and determine the degree of knowledge and training in job preparation (non-technical), job seeking, and job holding skills.

Like Tables 1 and 2, the responses of the student questionnaire were arbitrarily assigned numerical values. There were three possible responses. They were 1 = not taught; 2 = undecided; and 3 = taught. Each of the three possible responses was assigned a numerical value to facilitate analysis of the responses. An examination of the findings, as reported in Table 5, reveals the mean scores of student responses to the school-to-work transition skill statements. The purpose of the student questionnaire was to determine whether or not students are being taught school-to-work transition skills.

As mentioned earlier under the presentation of the findings for objective one, there was some difficulty expressed by a few respondents as to whether the time range (less than 15 minutes to more than 60 minutes) was for one school year or the entire length of the program. A random check on the teacher questionnaires revealed that respondents recorded answer per school year. Since many programs, as well as students enrolled in them, can vary from one, two, or three years, another random check was conducted on the student questionnaires. This was done to substantiate or refute the observations regarding the teacher responses. This was done on 223 student questionnaires in 16 programs to determine if there was a cumulative effect in learning school-to-work transition skills. In other words, were eleventh grade students taught more or different skills than tenth grade students or did twelfth grade students learn only job search skills? Like the teacher responses, no difference in the amount or types of school-to-work transition skills was found among any of the programs or students.

Table 5 reveals the number of students who have responded to each item, as well as the mean score for each statement. It should be noted that one item, transition skill statement no. 49--Prepare Application Forms, had a rather low number of respondents compared to the remaining 122 items. The reason for this low number of responses was caused by a printing error on the questionnaire in which the response category for this item was not provided. This being the case, it is obvious that a large number of students chose to not complete this item.

Table 5

MEAN SCORES OF TEACHERS'RESPONSES TO
SCHOOL-TO-WORK TRANSITION SKILL STATEMENTS

Transition Skill Statements	G		W		Y		Descriptors	$\bar{X}$	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$			
1. Write legibly, using correct grammar and spelling	1311	2.2					Writing	2.0	PRE-EMPLOYMENT
2. Prepare business and personal letters	1316	1.9							
3. Demonstrate self-confidence, attentiveness, and cooperativeness	1312	2.7					Behavioral Characteristics	2.6	
4. Be tactful, trustworthy, helpful, and considerate	1319	2.7							
5. Demonstrate a sense of humor	1318	2.5							
6. Demonstrate a respect for authority	1319	2.7							
7. Demonstrate a sense of responsibility	1319	2.8							
8. Demonstrate initiative, good judgment, and integrity	1316	2.7							
9. Demonstrate a positive self-concept	1317	2.5							
10. Demonstrate realistic expectations	1315	2.5							
11. Present a neat, clean, and appropriate appearance	1322	2.6							
12. Respect the rights and property of others	1320	2.7							
13. Manage time effectively	1321	2.7							
14. Anticipate consequences of personal actions	1313	2.5							
15. React appropriately to aggressive behavior	1307	2.5							
16. Perform basic numerical calculations (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals			1407	2.6			Computation	2.2	
17. Use percentages, ratios, and proportions			1404	2.3					

Table 5 continued

Transition Skill Statements	G		W		Y				
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$			
18. Use metric measurements in calculations and conversions			1400	1.9			Computation	2.2	PRE-EMPLOYMENT
19. Compare numerical values to determine ranges, averages, etc.			1396	2.2					
20. Interpret graphs, charts, and tables			1396	2.3					
21. Identify occupations and professions through information sources and occupational and professional organizations			1401	2.3			Occupational Knowledge Factors	2.2	
22. Evaluate occupational apprenticeships and other training opportunities			1402	2.4					
23. Investigate careers in government service including local, state, and federal civil service occupations and active and reserve military programs			1400	1.8					
24. Evaluate educational opportunities including college, vocational training, home-study programs, adult and lifelong learning programs			1405	2.2					
25. Assess the occupational outlook for high school dropouts, high school and technical school graduates, and college graduates			1404	2.1					
26. Investigate the legal aspects of work including the social security system, unemployment and workmen's compensation, the rights and responsibilities of workers, safety and health regulations, work permits, and racial and sex equity in the work place			1403	2.3					
27. Demonstrate an understanding of the economics of employment including the production and consumption of goods and services, business profits and losses, competition and prices, supply and demand, the effects of credit on the economy, labor organizations, taxes, and government regulatory agencies			1402	2.1					
28. Assess personal aptitudes, abilities, interests, values, and needs			1400	2.6			Career Selection	2.5	
29. Determine an occupational preference and make a career choice based on assessment needs			1396	2.5					
30. Develop a career plan			1405	2.5					

Table 5 continued

Transition Skill Statements	G N	G X	W N	W X	Y N	Y X		
31. Speak clearly and articulately using correct grammar					1068	2.3	Communication Skills 2.4	PRE-EMPLOYMENT
32. Give or follow directions clearly and accurately					1070	2.8		
33. Make accurate reports of observations					1069	2.5		
34. Communicate effectively by telephone					1066	2.1		
35. Interpret and/or request clarification of oral and written instructions and directions					1065	2.5		
36. Judge the temperament, mood and intent of others					1067	2.2		
37. Interpret non-verbal actions					1062	2.2		
38. Criticize without degrading or belittling					1065	2.1		
39. Give or accept praise					1062	2.5		
40. Accept and acknowledge criticism and rejection					1063	2.4		
41. Demonstrate tact and poise when speaking in stressful situations					1060	2.2		
42. Collect and organize data using libraries, business bureaus, civic and government organizations, professional, and fraternal associations, and businesses					1068	2.0	Information Processing, Problem-Solving, and Decision-Making Skills 2.3	
43. Analyze information, define problems, and identify possible solutions and alternatives					1067	2.6		
44. Reconcile conflicting demands and conflicts of interest					1063	2.3		
45. Read and comprehend newpapers, magazines, reports, and memorandums					1058	2.3	Reading 2.4	
46. Read and interpret advertisements, contracts, licenses, labels, directions, maps, catalogs, and signs					1060	2.5		
47. Prepare letters of inquiry or application	1318	2.1					Job Applications 1.9	JOB SEARCH
48. Compile a list of references	1300	2.2						
49. Prepare application forms	596	2.3						

Table 5 continued

Transition Skill Statements	G		W		Y				
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$			
50. Apply for a social security card, work permit, and licenses	1290	2.1					Job Applications	1.9	
51. Prepare a resume	1309	2.1							
52. Demonstrate an attitude appropriate for a job interview			1404	2.6			Job Interviews	2.4	
53. Discuss prior work experiences, and personal, character, and job references			1408	2.6					
54. Discuss personal aptitudes with respect to a prospective employer's requirements			1399	2.5					
55. Document and discuss all training and education relevant to job openings			1398	2.4					
56. Discuss wages and salaries with prospective employer			1398	2.3					
57. Investigate the services of employment agencies					1066	2.1	Locating Job Openings	2.3	JOB SEARCH
58. Locate job openings through newspapers, personal contacts, and through direct contact with employers					1068	2.5			
59. Identify a prospective employer's products and services					1067	2.3	Researching Companies, Products Services, and Personnel	2.1	
60. Determine key contacts within a prospective employer's organization					1068	2.0			
61. Determine which type of employment test a prospective employer administers					1064	1.9	Employment Tests	2.0	
62. Prepare for common types of employment tests					1063	2.7			
63. Identify, evaluate, and use the services of banks and credit unions, such as savings and checking accounts direct deposit and automatic payment services, and financial counseling services	1311	1.8					Managing Personal Finances	1.7	POST-EMPLOYMENT
64. Evaluate the methods and costs of borrowing money including types of loans, sources of loans, collateral, interest rates, installment contracts, and credit cards	1314	1.7							

Table 5 continued

Transition Skill Statements	G N	G X̄	W N	W X̄	Y N	Y X̄			
65. Evaluate life insurance programs and policies	1313	1.5					Managing Personal Finances	1.7	POST-EMPLOYMENT
66. Prepare and maintain a budget	1310	1.8							
67. Establish a credit record	1311	1.6							
68. Locate apartments and houses available for rent, lease, or purchase	1312	1.5					Maintaining a Residence	1.5	
69. Read and interpret rental agreements and leases	1310	1.5							
70. Obtain renters or homeowners insurance	1308	1.4							
71. Obtain the services of utility companies	1312	1.5							
72. Calculate the cost of maintaining a residence	1307	1.6							
73. Be aware of the requirements and procedures for sub-leasing	1310	1.4							
74. Explain the rights and responsibilities of tenants	1310	1.5							
75. Select and purchase an automobile, furniture, and other personal property	1311	1.8					Being a Wise Consumer	1.7	
76. Select and purchase automobile insurance	1310	1.7							
77. Identify deceptive advertising practices	1305	1.7							
78. Identify reputable and disreputable businesses	1304	1.7							
79. Explain the rights of a consumer including laws, contracts, repossessions, and small claims courts	1305	1.6							
80. Distinguish between civil and criminal charges	1308	1.7							
81. Explain the rights and responsibilities of citizens	1305	1.9					Good Citizenship Practices	1.9	
82. Exercise the right to vote	1305	1.8							
83. Discuss local, national, and world events	1309	1.9							
84. Assist other persons through participation in volunteer organizations	1306	2.0							

Table 5 continued

Transition Skill Statements	G		W		Y		
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	
85. Locate, hire, or enter into agreements with attorneys, contractors, and other professionals or businessmen			1390	1.7			Business Agreements 2.0
86. Return defective merchandise to place of purchase			1393	2.2			
87. Interpret sale prices			1388	2.2			
88. Use comparison shopping techniques			1390	2.2			
89. Interpret unit pricing of food items			1388	2.0			
90. Identify prices which are fixed by law			1378	1.9			
91. Recognize and report illegal business practices such as deceptive packaging, bait and switch tactics, failure to post prices, illegal sales, fraud, shoddy work, and unlicensed salespersons			1369	1.9			
92. Make mail order and catalog purchases			1397	2.1			
93. Recognize the pricing techniques by small business and tradespersons			1387	2.0			
94. Use newspapers, and other sources to sell personal possessions			1386	2.0			
95. Select a personal physician and dentist			1384	1.9			Personal Health and Safety 1.8
96. Maintain a proper diet			454	2.3			
97. Exercise safety procedures in the home			1387	2.2			
98. Maintain physical fitness			1389	2.3			
99. Identify and describe community health-related services such as home care, venereal disease, mental health, and alcohol and drug abuse services, etc.			1389	2.0			Community Resources 1.9
100. Identify and describe community family-related services including marital counseling, problem pregnancies, unfair treatment, children and youth, and nursing home services, etc.			1388	1.8			
101. Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.			1392	1.9			

POST-EMPLOYMENT

Table 5 continued

Transition Skill Statements	G		W		Y			
	N	X̄	N	X̄	N	X̄		
102. Identify and describe community legal and financial counseling, and law enforcement services, etc.			1390	1.8			Community Resources 1.9	POST-EMPLOYMENT
103. Identify and describe community services such as recreation, transportation, employment, and emergency services, etc.			1389	2.1				
104. Describe an employer's management structure					1059	2.0	Company Knowledge Factors 1.9	
105. Identify and evaluate company pay and benefit plans including merit raises, health and dental plans, life insurance plan, credit unions, payroll deductions, educational benefit, and company training					365	2.1		
106. Demonstrate a knowledge of the employee's union, including its sturcture, dues, policies, mission, meetings and obligations					1057	2.0		
107. Identify company career paths					1059	2.2		
108. Demonstrate a knowledge of safety and emergency procedures, and on-site health care services					1056	2.5		
109. Demonstrate a knowledge of company rules and regulations such as grievance procedures, etc.					1058	2.2		
110. Demonstrate a knowledge of the procedures for requesting a raise					1060	2.0		
111. Display motivation toward work					1060	2.7	Employee Characteristics 2.6	
112. Adjust to changes in working conditions					1057	2.6		
113. Tactfully accept or decline overtime work requests					1060	2.3		
114. Demonstrate loyalty to company					1060	2.5		
115. Tactfully handle frustration at work					1062	2.4		
116. Participate in work-related social activities					1058	2.3		
117. Work effectively without supervision or with limited supervision					1059	2.7		
118. Maintain a good work attendance record					1058	2.7		

Table 5 continued

Transition Skill Statements	G		W		Y			
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$		
119. Follow directions correctly and complete assigned tasks					136	1.6	Employee Characteristics 1.6	POST-EMPLOYMENT
120. Ask questions when confused					137	1.6		
121. Demonstrate a willingness to improve personal capabilities and acquire new skills					136	1.6		
122. Be a productive employee					133	1.6		
123. Work effectively as a team member and get along with other employees					136	1.6		

* - significant at .05 level

Range of possible scores 1 - 3

1 = More time needed

2 = About Right

3 = Less time needed

Possible scores in table 5 ranged from a high of ($\bar{X}$ = 2.7) on many items located in the Pre-Employment Skills category, more specifically under the Behavioral Characteristics descriptor, to a low of ($\bar{X}$ = 1.4) on many items in the Post-Employment Skills category, and more specifically under the descriptor of Maintaining a Residence.

Pre-Employment Skills

Further analysis of the responses reported in Table 5 reveals that the Pre-Employment Skills category ranged from a low of $\bar{X}$ = 1.8 for item no. 23--Investigate Careers in Government Service Including Local, State, and Federal Civil Service Occupations and Active and Reserve Military Programs, to a high of $\bar{X}$ = 2.8 on item no. 7--Demonstrate a Sense of Responsibility. Furthermore, it is evident from Table 5 that many items cluster about the $\bar{X}$ = 2.3 to $\bar{X}$ = 2.7 range. All but three items in the Pre-Employment Skills category had a score of $\bar{X}$ = 2.0 or higher, so it is interesting to note that the highest mean scores within the Pre-Employment Skills category were for those transition skills statements under the descriptor of Behavioral Characteristics ($\bar{X}$ = 2.6), with the lowest being Writing ($\bar{X}$ = 2.5). When making a comparison with the data in Table 5 with that in reported in Table 1, it is evident that there is a rather strong correlation between those transition skills that teachers indicate they are teaching and spending the greatest amount of time with, and those transition skills statements that students have indicated that they have been taught.

Job Search Skills

The range of possible scores for the category of Job Search Skills was from a low of $\bar{X}$ = 1.9 on item no. 61--Determine Which Type of Employment Test a Perspective Employeer Administers, to a high of $\bar{X}$ = 2.6 on items no. 52--Demonstrate an Attitude Appropriate for a Job Interview, and no. 53--Discuss Prior Work Experiences, Personal, Character, and Job References. An examination of the five descriptors within the Job Search Skills category reveals that Job Applications, interestingly enough, had the lowest mean score of 1.9, with Job Interviews having the highest mean score of 2.4. Although this is a rather minor item, it is interesting to note that the students reported receiving a greater amount of instruction in job interviewing techniques as opposed to instruction related to completing job applications. It would seem that these two mean scores should be very similar in nature and hopefully skewed to the positive. As is well known, it is very difficult to secure a job interview without first completing a satisfactory job application. Again there is very good agreement between the student responses in the Job Search Skills category when compared to the teachers' responses in Table 1 in the same category.

Post-Employment Skills

An examination of the data, as reported in the Post-Employment Skills category, reveals a range from the low of $X = 1.4$ on items no. 70--Obtain Renter's or Homeowner's Insurance, and item no. 73--Beware of the Requirements and Procedures for Subleasing, to a high of $\overline{X} = 2.8$ on several items located within the descriptor Employee Characteristics. By far and away, the responses reported in Table 5 in the Post-Employment Skills category are a distant third when compared to the categories of Pre-Employment Skills, and Job Search Skills. Like the two previous categories, there is a very strong positive agreement between the responses reported by students in Table 5 and those responses reported in Table 1. This would serve evidence or credence to the findings in Table 1, that students are receiving the bulk of instruction in transition skills in Pre-Employment Skills followed by Job Search Skills followed by Post-Employment Skills.

Again, it is interesting to note that within the Post-Employment Skills category the descriptor of Employee Characteristics had a mean score of 2.6 which was equal to the descriptor of Behavioral Characteristics in the Pre-Employment Skills category. This appears to stand out when examining some of the other descriptors within the Post-Employment Skills category. For example, Maintaining a Residence had the lowest mean score ($\overline{X}$ = 1.5) followed by, Maintaining Personal Finances ($\overline{X}$ = 1.7), and Being a Wise Consumer ($\overline{X}$ = 1.7). All but two of the nine descriptors had a mean score of 1.9 or less in the Post-Employment Skills category. Again, making a comparison to the Pre-Employment Skills category where none of the descriptors fell below $\overline{X}$ = 2.0, or in the Job Search Skills category where only one of the descriptors was below $\overline{X}$ = 2.0, that being Job Applications ($\overline{X}$ = 1.9). Therefore, one can conclude from the data reported in Table 5, that students are being taught most of the transition skills regarded as pre-employment, followed by job search, followed by post-employment in nature.

Like Table 1, a t-test was run to test for significance of each item at the .05 level. The results of this t-test revealed that none of the 123 items were found to be significantly higher than the overall average.

Student Interviews

Objective three was to identify barriers to making school-to-work transitions through the case study of 10 selected disadvantaged learners. As reported in the methodology section, 10 students were randomly selected for interview purposes to determine what barriers they found in making the transition from school-to-the work environment.

As a result of these 10 interview sessions, three important findings were generated. First, 8 of the 10 were presently employed, but the jobs they performed were considered rather menial in nature. One was in the armed services and one was unemployed. When compared to the follow-up data from Altoona's Class of 1979, not much difference was found. All vocational school graduates at Altoona reported a 73% employment record.

Second, 8 of the 10 (80%) of the former disadvantaged students reported that they did not know how to properly seek a better job. Furthermore, most of the former students now realize the importance of their vocational education. In fact, this was one of the primary reasons for securing their first subsidized employment.

Third, many of the former students still reside in homes where there is but one parent and they are responsible for many of the "parent" roles and duties in the home.

When asked to identify specific problems or situations they saw as barriers to the move from school to work, the following areas were identified most frequently:

Education Barriers

1. Low reading level
2. Poor computational skills
3. Poor communication skills
4. Poor attendance record at school
5. Lack of involvement in school activities
6. Reliance on others to get them a job
7. Lack of knowledge about how to seek a job promotion

Social Barriers

1. Inability to work well in groups
2. Transportation problems in getting to work
3. Low motivation to work
4. Too many home responsibilities because of single parent environment

5. Apathy on part of parent(s) concerning the needs and desires of their children

6. Belief that the "government" will subsidize them through unemployment compensation, CETA programs, welfare, therefore there is no need for a "real" job

Dissemination

Objective four was designed to provide assistance to vocational teachers of disadvantaged learners in the implementation of school-to-work transition skills as part of the regular vocational curriculum through a series of 15 in-school seminars or workshops. In accordance with the advisory committee's recommendations, the dissemination activity was expanded beyond the parameters of conducting only small group seminars. In addition to the seminar sessions, one-on-one instructional sessions, mail, and telephone dissemination techniques were utilized. The breakdown of the types of professionals who participated in the dissemination plan was as follows:

In Person		Other Means
52	Teachers	11
2	Teacher Aids	0
2	Special Education Personnel	13
10	Administrators	86
1	Co-op Coordinators	5
2	Counselors	4
1	Intermediate Unit Personnel	35
0	Vocational Teacher Educators	8
0	State Office Personnel	5
0	Private School Personnel	3
0	Resource Center Personnel	5
0	CETA Personnel	3
0	Unknown Status	5
70		

For a complete breakdown of dates, places, and participants, see the staff development forms in Appendix J.

Conclusions and Recommendations

Summary

The intent of this study was to expand and disseminate the school-to-work transition skill activities begun in the Passmore and Wircenski project of 1980-81. This event was designed to focus on two separate groups. One group was the vocational instructor and the other was the disdvantaged vocational student.

A questionnaire was structured and designed to solicit input from vocational teachers. A total of 903 teachers were identified as working with disadvantaged students in vocational education. Questionnaires were returned by 541 teachers for a 59.5% response; 81 were returned blank and 10 were not usable. A total of 450 or 49.83% were returned as requested with all information provided.

A student survey, similar to the instructor survey, was designed to solicit input from students enrolled in vocational education. The intent of this survey was to determine whether vocational students were indeed being taught school-to-work transition skills. A total of 8,079 disadvantaged students were initially identified by the AVTS contact person as being enrolled in vocational education. A total of 3,806 student questionnaires were returned and classified as usable for a 47.11% response. A total of 1,552 were returned blank or 19.21%, and 15 were returned as non-usable or .002%. After the student questionnaires were mailed, a random check of selected AVTS's determined an approximate 20% error in the original estimate of 8,079 disadvantaged students. This, therefore, led the project staff to believe that the usable questionnaires (3,806) represented perhaps as much as 58.8% of the total population.

In order to further examine the question of barriers to the successful transition from school-to-work, a series of 10 student interviews were conducted with students randomly selected from one centre region AVTS.

Findings

The findings from each of the project objectives are as follows:

Objective 1A--Time Spent Teaching School-to-Work Transition Skills

1. In terms of the amount of time spent teaching school-to-work transition skills, statement no. 7--Demonstrate a Sense of Responsibility, had the highest mean score, followed by statement no. 12--Respect the Rigths and Property of Others, both of which had a mean score above 5.2 or about 60 minutes of instructional time devoted to these skills.
2. The lowest mean score of the 123 transition skill statements was no. 73--Be Aware of the Requirements and Procedures for Subleaasing, which had a mean score of .05 or less than 15 minutes of instructional time.
3. In terms of time spent for each category, those skills within the Pre-Employment section had the highest amount of time, followed by those skills in the Job Search and Post-Employment category, respectively.
4. Within the Pre-Employment Skills category, those under the descriptor of Behavioral Characteristics had a mean score of 4.8 or about 60 minutes of time devoted to instruction. This was followed by Career Selection with a mean score of 4.0, or about 45 minutes.

5. The shortest amount of time devoted to any of the school-to-work transition skills in the Pre-Employment section were those under the description of Writing, which was approximately 15 to 30 minutes.
6. In terms of the Job Search Skills category, those task statements under the descriptor of Job Interviews had the highest mean score in terms of time or about 45 minutes, and the lowest was under the descriptor of Employment Tests which was about 15 minutes of instructional time.
7. Within the Post-Employment Skills category, the highest mean score was 3.9 for the descriptor of Employee Characteristics, which means that almost 45 minutes was devoted to each of these task statements, to a low of .7, or less than 15 minutes for those task statements under the descriptor of Maintaining a Residence.
8. Within the 22 descriptor categories, Employee Characteristics within the Post-Employment Skills category had the third highest mean score fot the amount of time spent teaching those skills, about 45 minutes.

Objective 1B--Adequacy of Time Spent Teaching School-to-Work Transition Skills

1. In terms of adequacy of time spent (1 = more time needed, 2 = about right and, 3 = less time needed), all 123 school-to-work transition skill statements had a rather even mean score with a range from a low of 1.5 to a high of 1.9. Only two statements approached a mean score of 2.0, which was "about the right amount of time" devoted to teaching that skill. Those statements were no. 94--Use Newspapers and Other Sources to Sell Personal Possessions and no. 95--Select a Personal Physician and Dentist.

2. A total of 117 of the 123 statements had a mean score of 1.5, 1.6, or 1.7. This was interpreted to mean that vocational teachers felt that the amount of time spent teaching these skills was just about right, but the data was skewed in the direction of desiring more time ($\overline{X}$ = 1.0).
3. None of the statements had a mean score of higher than 1.9, or none of the statements was skewed in the direction of less time needed, $\overline{X}$ = 3.0.
4. Each of the three categories, Pre-Employment Skills, Job Search Skills, and Post-Employment Skills, were rather balanced in terms of the adequacy of time needed for teaching.
5. Although vocational teachers were spending the greatest amount of time in the instruction of transition skills under the descriptors of Behavioral Characteristics, Job and Employment Characteristics, respondents still indicated that the time they spent was appropriate.
6. Even though the amount of time spent for Pre-Employment Skills, Job Search Skills, and Post-Employment Skills differed greatly, adequacy of time needed did not.

Objective 1C--Reasons for Not Teaching School-to-Work Transition Skills

1. For each of the three categories, Pre-Employment Skills, Job Search Skills, and Post-Employment Skills, three primary reasons for not teaching those skills were reported. They were: "This skill has been or will be taught in other course(s)." The second most cited reason was under a category titled "Others", and the third most cited reason was "There is not enough time to cover this skill."

2. Those transition skills found in the category of Post-Employment Skills were found to be those least often taught by vocational teachers.
3. Those transition skills under the descriptor of Maintaining a Residence, Managing Personal Finances, Being a Wise Consumer, and Business Agreements had the highest number of teachers who did not include these skills as part of their instruction.

Objective 1D--General Questions Regarding Resource Materials, Funding, Personnel, and Curriculum

1. Of those responding, 59.9% knew what resource materials could be used to teach specific school-to-work transition skills. However, 40.1% still encountered difficulties in this regard.
2. A total of 46.3% of the respondents knew where to gather information regarding publishers who might have materials available for teaching school-to-work transition skills; 53.1% did not.
3. In terms of exemplary programs, 44.4% indicated they knew where to locate information regarding exemplary programs, and 55.6% expressed some difficulty in locating this information.
4. Concerning the question of whether local, state, or federal funding was available for program operations, 67.4% responded negatively.
5. A total of 82.3% of the respondents could not identify the state curriculum specialist. When asked to identify the state consultant for disadvantaged and handicapped programs, 82.5% of the respondents indicated they could not do so.

6. In terms of availability of free curriculum materials, 45.4% indicated they knew where to locate such materials; 54.6% did not.

Objective Two--Student Questionnaire

1. Those transition skills located within the category of Pre-Employment Skills had the highest mean score of 2.7, and therefore were determined as skills learned by disadvantaged students. This was followed by the category of Job Search Skills and Post-Employment Skills, respectively.
2. Those transition skills listed under the descriptor of Behavioral Characteristics had the highest mean score, and those under the descriptor of Maintaining a Residence had the lowest.
3. Many of the transition skills located within the Pre-Employment Skills category were clustered about the mean score of 2.3 to 2.7 and skewed in the direction of having been taught ($\overline{X} = 3.0$).
4. Those descriptors within the Job Search Skills category had a range of $\overline{X} = 1.9$ to a high of $\overline{X} = 2.4$.
5. Those school-to-work transition skills located the Post-Employment Skills category had a range from a low of $\overline{X} = 1.4$ to a high of $\overline{X} = 2.8$.

Objective Three--Student Interviews

1. Eight out of 10 (80%) of the students, were presently employed in jobs that they consider to be rather menial in nature. One was in the armed forces and one was unemployed.

2. Eighty percent of the former disadvantaged students reported that they did not know how to properly seek a better job.
3. Many of the former students still reside in homes where there is one parent, and they are responsible for many of the "parent" roles and duties.
4. Those education barriers to the transition process most frequently cited were: 1) low reading level, 2) poor communications skills, 3) poor computation skills, 4) poor attendance record at school, 5) lack of involvement in school activities, 6) reliance on others to get a job, 7) lack of knowledge about how to seek a job and, 8) lack of knowledge about how to seek a job promotion.
5. The most frequently mentioned social barriers to the process of moving from the school environment into the world of work were: 1) inability to work well in groups, 2) transportation problems, 3) low motivation to work, 4) too many home responsibilities, 5) apathy on the part of parents concerning their needs and desires and, 6) the belief that the government will subsidize them through employment compensation, CETA programs, welfare, etc.

Objective Four-Dissemination

1. The activities or products of this project were disseminated to vocational teachers, teacher aides, special education personnel, administrators, co-op coordinators, counselors, intermediate personnel, vocational teacher educators, state office personnel, private school personnel, resource center personnel, CETA personnel, and others. (See analysis section and staff development forms in Appendix J of this report.)

Conclusions

Based on the findings of this study, the following conclusions were drawn:

Objective One--Teacher Questionnaire

1. Vocational teachers were spending the greatest amount of time on those school-to-work transition skills which could be best classified as Behavioral Characteristics and which were important to entry-level employment.
2. Those transition skills which were classified as Job Search in nature were indeed addressed, but second only to Pre-Employment transition skills.
3. Those school-to-work transition skills which were important for growth and promotion on the job were almost neglected.
4. Life skills or living skills such as Maintaining a Residence, Managing Personal Finances, Being a Wise Consumer, and Business Agreements, as well as others, were clearly neglected in vocational instruction.
5. Vocational teachers appeared to be comfortable with the time they are presently spending on Pre-Employment, Job Search, and Post-Employment Skills.
6. Post-Employment transition skills were most frequently those which were not taught in vocational programs.
7. Vocational teachers seemed to have a clear understanding and felt comfortable with selected school-to-work transition skills (and the amount of time devoted to each) in the vocational curriculum, and they did not desire to spend more time in teaching any of the 123 transition skills.

8. For those school-to-work transition skills which were not taught, or to which very little instructional time was devoted, there was much reliance on the fact that those "skills are taught or will be taught in other course(s)" or "there is not enough time for teaching this skill."

9. Vocational teachers appeared to be working in isolation when addressing instruction related to school-to-work transition skills. There was much difficulty in locating curriculum materials, publishing resources, information on exemplary programs, funding, and personnel.

Objective Two--Student Questionnaires

1. Disadvantaged students enrolled in vocational education appeared to be learning those school-to-work transition skills that vocational teachers say they were teaching.

2. Students appeared to be very weak in some skills within the Job Search area. Those skills within the Post-Employment areas such as life-long living skills, were neglected.

Objective Three--Student Interviews

1. The employment records of former disadvantaged students appeared to be very similar to other vocational students, but the jobs they were currently holding were menial in nature. A great deal of difficulty was expressed in determining how to go about seeking another job or advancement.

2. Former disadvantaged students appeared to be very weak in the basic skills of communication, math, and reading, and these were currently serving as barriers to job advancement of promotion.

3. Former disadvantaged students continued to be very weak in the fostering of good attitudes, motivation, and personnel skills such as working with others, and these also appeared to be barriers to job advancement.

Objective Four--Dissemination

1. The approach of disseminating products and information on a one-on-one basis through the utilization of an instructional resource team appeared to be well received and produced satisfactory results.

Recommendations

Based on the data collected and the findings and conclusions drawn, the following recommendations are offered.

1. Vocational teachers should be prepared to stratify the list of 123 school-to-work transition skills so that all skills can be incorporated as part of the vocational curriculum over the length of the program.
2. Vocational teachers need to be cognizant of the home life, social characteristics, and needs of disadvantaged learners. They should be prepared to teach these learners those transition skills which may not be directly related to getting and holding that first job, but may be more related to leading a more "normal" economic and social life.
3. The vocational education community needs to be certain that other academic and supporting curricula know which school-to-work transition skills are being addressed within the vocational curriculum and those which vocational teachers seem to feel belong in other courses.

4. If some vocational teachers cannot devote the necessary instructional time to teaching transition skills, perhaps a placement specialist, co-op coordinator, or counselor could become more actively involved in the teaching of these skills. This could be done through group counseling or job placement sessions.
5. Vocational teachers may consider utilizing the list of 123 school-to-work transition skills for incorporation in the program of activities associated with the student youth organization, if one exists.
6. Vocational teachers should recognize the importance of school-to-work transition skills in combination with technical skills. This could help produce a more-rounded vocational graduate who is in a better position to seem employment. The individual could then hold that job for a period of time and eventually advance beyond the entry-level position.

Third Party Evaluation

The importance of school-to-work transition skills was identified in the research project conducted by The Pennsylvania State University in 1980-81. At that time, employers confirmed the belief that transition skills were among the most important variables in employee success on the job. Vocational educators have long been cognizant of this fact but no data base has been established to confirm the priority placed on transition skills in the vocational curriculum. Therefore, it has not been possible to develop meaningful preservice and inservice experiences that would improve the teaching of employability skills to disadvantaged learners. Teacher educators have basically been confronted with two arguments: 1) vocational teachers don't teach transition skills as a formal part of the curriculum or, 2) vocational teachers teach these skills. However, the extent of curriculum integration in unknown. Additional research in the field was obviously needed if the teacher education base was to be founded on solid data and not merely on assumptions.

Observations of Third Party Evaluator

1. The basic research questions identified by The Pennsylvania State University were valid questions that needed to be investigated to improve the state of the art of transition skill training for disadvantaged learners.
2. There is a vital need to incorporate the findings of the research project into the preservice and inservice training programs for vocational educators.
3. The administration of the project was well organized and resulted in the completion of the project objectives as planned.

4. The original objectives of the project were met and exceeded the initial expectations.
5. The survey techniques utilized were successful in obtaining an unusually high return rate from both students and teachers.
6. The research methodology utilized compiled with the standard, recognized techniques used to ensure valid and reliable results and to ensure confidentiality for human subjects.
7. The decision to retain the original wording of the employability tasks in the survey apparently did not effect the return rate by disadvantaged students.
8. The case study approach was an effective method to verify the need for transition skills training and was an excellent method to verify the survey results.
9. The utilization of the Instructional Resource Team for dissemination of the school-to-work transition skills served as a substitute for only in-school group seminars as originally planned.
10. The results of the project should be disseminated on a statewide basis in 1982-83.
11. The focus of dissemination efforts should be: 1) on the removal of barriers that prevent disadvantaged learners from making a smooth transition from school-to-work and, 2) on methods to increase teacher implementation on transition skill training.
12. The Handbook for the Implementation of School-To-Work Transition Skills for Disadvantaged Youth developed in 1980-81 has already had a visible impact on vocational education. The number of requests for the book is in excess of 100. The states of

Illinois and South Carolina requested permission to reprint the handbook and disseminate it through their state networks. An article about the handbook was published in the Illinois Network News and was disseminated tp 5,200 educators. The Trail Blazer newsletter of the University of Arizona also published an article on the handbook. Requests for the material have been received from 24 states other than Pennsylvania.

Dissemination Plan - Future

Coupled with the dissemination activites already completed (see Analysis section), the following ideas are extended in the event of future funding opportunities. The results of the student and teacher survey indicate the need for intensive dissemination efforts in the area of school-to-work transition skills. Teachers need to be made aware of: 1) the tasks range of transition skills (Pre-Employment, Job Search, Post-Employment), 2) methods to integrate transition skills in the vocational curriculum, 3) resources to use in teaching these skills to disadvantaged students and, 4) the importance of transition skill training in the vocational sequence.

Target Audience

The results of this study will be disseminated to all vocational teachers in Pennsylvania, vocational directors and curriculum specialists, advisory council members, future vocational teachers, and state education agency personnel. Although the transition activities were specifically designed for the disadvantaged population, the tasks identified in this study are applicable to other special populations as well. Therefore, dissemination activities might also be targeted toward teaching specialists for the handicapped, limited-English proficiency, displaced homemakers, and minorities.

Dissemination Content

Dissemination generally occurs in three stages:

Awareness
Investigation
Adaptation and Utilization

Awareness activities are those efforts which are designed to acquaint educators with a product and the importance of utilizing the product. An important consideration at the awareness level is the need to promote an attitude favorable toward using the product and an incentive to investigate the product further. At the level of investigation, the user is provided with assistance to investigate the product in depth and to determine its potential for use in a particular setting. Additional resources, to complement the primary product are also investigated at this stage. Finally, a decision is made to adapt or adopt the material and to utilize it in the classroom. At this level, the dissemination efforts generally involve technical assistance and consultation.

Dissemination Plan

A tentative dissemination plan has been developed for the School-to-Work Transition Skills project that combines the three levels of dissemination with the target groups. A matrix format was selected to visualize the plan (Figure 1). The three dissemination levels are listed horizontally at the top of Figure 1. The activities included in the matrix crosspoints are those that are appropriate for each level of dissemination with each target group. Not all activities will be able to be accomplished because of limitations on time and finances. However, selected dissemination goals will be addressed as time and funding permits.

The probability of high impact increases as one progresses from awareness to adoption. Awareness level activities generally have low impact in

FIGURE 1

Tentative Future Dissemination Plan

TARGET GROUP	AWARENESS	INVESTIGATION	ADOPTION/UTILIZATION
Vocational Teachers and Administrators	Newsletter Articles News You Can Use Conference Presentations Brochures - Mailings Conference Exhibits ERIC AIM/ARM Curriculum Network	Hands-on Workshops Material Review Meetings Complimentary Copies Loan Copies One-on-One Work Sessions	Instructional Resource Team Consultation Mini-Grant for Adaption University Credit for Adaptation
Preservice Teachers	General Level Courses	Methods Classes Graduate Seminars Independent Study	Field-Based Preservice Model Student Teaching Graduate Field Activities Off-Campus Teacher Assignments
Advisory Councils	Presentations at Meeting by Penn State Staff Presentation by Teacher or Voc. Ed. Director News You Can Use	NA	NA
State Education Agencies	Complimentary Copies to Specialists ERIC AIM/ARM State Directors Meeting AVA Convention Curriculum Network PVEC National Center for Research in Voc. Ed.	NA	NA

terms of utilization but are a necessary first step in the dissemination process. Adoption activities generally have high impact and utilization but are also time consuming and costly than lower level efforts. The high priority placed on transition skills suggests that dissemination activities should be directed at all three levels in order to realize impact. An on-going dissemination process may take more than one year to complete.

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Appendix A

Cover letter and form sent to AVTS Directors

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

As you well know, vocational education could be facing substantial budget cuts in the reauthorization of the 1976 Amendments. It is therefore very important for the vocational teacher to assist us in providing information regarding vocational education's role in helping young disadvantaged learners.

The Pennsylvania Department of Education funded a project to examine school-to-work transition skills from the standpoint of both the disadvantaged learner as well as the vocational teacher. Teachers working with disadvantaged students during the 1981-82 school year will be selected for their opinions in this study.

On the enclosed form, please provide us with the names of your vocational teachers who are working with disadvantaged students and the number of disadvantaged students enrolled in their respective programs. The intent of this study is to solicit input from vocational teachers only and not from curriculum aides or intermediate unit specialists. A questionnaire will be sent about mid-March to those teachers whose names appear on the enclosed form. It will take approximately 15 minutes of their time to complete the questionnaire and return it directly to the project staff.

If you require further information, please do not hesitate to contact me at (814) 863-2576.

Sincerely,

Jerry Wircenski

Jerry L. Wircenski
Associate Professor

JLW:na

Enclosure

Please return in the self-addressed, stamped envelope to Jerry L. Wircenski, 110 Rackley Building, Penn State University, University Park, PA 16802

Name of person completing form ____________________

School Name ____________________

Address ____________________

____

Phone Number ____________________

Teachers teaching disadvantaged students	Number of disadvantaged students

Disadvantaged students are defined as those who have any of the following characteristics: (1) lack reading and writing skills, (2) lack math skills, (3) perform below grade level, (4) family income is at or below poverty level, (5) are unemployed, (6) are recipients of public assistance, or (7) are under state guardianship and as a result of the above require special supportive services or programs to succeed in vocational education (Source: Vocational Education Amendments of 1976).

Appendix B

Follow-up letter to AVTS Directors

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

March 26, 1982

Dear Director:

As you well know, vocational educational education could be facing substantial budget cuts in the reauthorization of the of the 1976 Amendments. It is, therefore, very important for the vocational teacher to assist us in providing information regarding vocational education's role in helping young disadvantaged learners.

The Pennsylvania Department of Education funded a project to examine school-to-work transition skills from the standpoint of both the disadvantaged learner as well as the vocational teacher. Teachers working with disadvantaged students and students defined as disadvantaged during the 1981-82 school year will be selected for their opinions in this study.

In early March we sent you a letter requesting your assistance in filling out a form with the names of teachers who serve disadvantaged youth and the number of students they are working with. Since we have not heard from you as yet, would you please take a few minutes to complete the enclosed form. The intent of this study is to solicit input from vocational teachers only and not from curriculum aides or intermediate unit specialists. By early April a questionnaire will be sent to those whose names are provided on the enclosed form. It will take only 15 minutes to complete the teacher questionnaire and return it directly to the project staff. Thank you in advance for your attention to this matter.

Sincerely,

Jerry Wircenski

Jerry L. Wircenski
Associate Professor

JLW/sb
Enclosures

Appendix C

Letter of acknowledgement to AVTS Directors

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

We acknowledge your response with the teacher's name and number of students. We are very grateful for your kind assistance. The questionnaire will be sent around mid-March to those teachers in your school whose names appear on your list. All directions for distribution and completion will be provided. It would be helpful if you would encourage your staff to participate in this study. Thank you very much.

Sincerely,

Jerry Wircenski

Jerry L. Wircenski
Associate Professor

JLW:na

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

Appendix D

Letter to director with instructions and teacher questionnaire

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

March 31, 1982

Dear Administrator:

If you will recall, early in March we sent you a letter requesting your assistance in the identification of teachers who serve disadvantaged youth and the number of students they are working with.

Enclosed please find the questions for distribution. The intent of this study is to solicit input from vocational teachers and students to examine school to work transition skills. If you will, please distribute the enclosed packet via inner-school mail. Each packet contains a brief set of instructions for the teacher as well as for the student. It should take approximately 15 to 20 minutes to complete the questionnaire. Directions for their return, in the postage paid envelope, are provided.

Thank you in advance for your concern and interest in providing us with some very important information regarding vocational education's role in helping young disadvantaged learners. This information will be utilized in the impending reauthorization of the 1976 Amendments.

Sincerely,

Jerry L Wircenski

Jerry L. Wircenski
Associate Professor

JLW/sb

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Date: March 31, 1982

To: Participant

From: Jerry Wircenski

INTRODUCTION:

As you well know, vocational education could be facing substantial budget cuts in the reauthorization of the 1976 Amendments. It is, therefore, very important for the vocational teacher to assist us in providing information regarding vocational education's role in helping young, disadvantaged learners.

According to the definition provided by the Vocational Education Amendments of 1976, disadvantaged students are those who have any of the following characteristics: (1) lack reading and writing skills, (2) lack math skills, (3) perform below grade level, (4) family income is at or below poverty level, (5) are unemployed, (6) are recipients of public assistance, or (7) are under state guardianship. As a result of these characteristics, the disadvantaged learner would have difficulty succeeding in vocational education without special programs or assistance.

DIRECTIONS:

With the help of your school director, you have been identified as one of the teachers who works with disadvantaged students. Enclosed is a teacher questionnaire. The directions on the teacher questionnaire are self-explanatory and should take about fifteen minutes of your time.

We have also enclosed a number of student questionnaires. The number of student questionnaires needed was provided by your director. Please do not duplicate any of the questionnaires. Distribute only the materials provided. Should you have more students than questionnaires, distribute the forms at your discretion. It should take your students approximately twenty minutes to complete the questionnaire. Some may need help in reading the task statements.

Return the teacher questionnaire and the used and unused student questionnaires in the self-addressed, postage-paid envelope. Thank you in advance for your assistance in this very important study.

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY

DIVISION OF OCCUPATIONAL AND VOCATIONAL STUDIES

School-To-Work Transition Skills For
Disadvantaged Youth--Teacher Questionnaire

Introduction: This partial listing of school-to-work transition skills for disadvantaged youth (Part A) was compiled from an extensive review of the literature and was validated by Pennsylvania teacher educators and employers. Selected state administrators, program directors, and specialists in the education of disadvantaged learners also participated in the validation program.

All information collected will be treated as a combined sample. No attempt to identify individual teachers or schools will be made. You, of course, have the right not to participate in this study if you so choose.

Directions: The list of transition skills is set in the left column. Please read each item and: (1) circle the appropriate number for the "approximate time spent on this skill" in your one-, two-, or three-year program, and (2) circle the symbol (+, =, -) to determine whether you feel this is an adequate amount of time to spend between teaching transition skills and technical skills.

PART A

LIST OF TRANSITION SKILLS	Approximate time spent on this skill							Is this adequate?		
	Not Taught	Less Than 15 Minutes	About 15 Minutes	About 30 Minutes	About 45 Minutes	About 60 Minutes	More Than 60 Minutes	Need More Time	Is About Right	Need Less Time
Pre-employment										
1. Speak clearly and articulately using correct grammar	0	1	2	3	4	5	6	+	=	-
2. Give or follow directions clearly and accurately	0	1	2	3	4	5	6	+	=	-
3. Make accurate reports of observations	0	1	2	3	4	5	6	+	=	-
4. Communicate effectively by telephone	0	1	2	3	4	5	6	+	=	-
5. Interpret and/or request clarification of oral and written instructions and directions	0	1	2	3	4	5	6	+	=	-
6. Judge the temperament, mood and intent of others	0	1	2	3	4	5	6	+	=	-
7. Interpret non-verbal actions	0	1	2	3	4	5	6	+	=	-
8. Criticize without degrading or belittling	0	1	2	3	4	5	6	+	=	-
9. Give or accept praise	0	1	2	3	4	5	6	+	=	-
10. Accept and acknowledge criticism and rejection	0	1	2	3	4	5	6	+	=	-
11. Demonstrate tact and poise when speaking in stressful situations	0	1	2	3	4	5	6	+	=	-
12. Collect and organize data using libraries, business bureaus, civic and government organizations, professional, and fraternal associations, and businesses	0	1	2	3	4	5	6	+	=	-
13. Analyze information, define problems, and identify possible solutions and alternatives	0	1	2	3	4	5	6	+	=	-
14. Reconcile conflicting demands and conflicts of interest	0	1	2	3	4	5	6	+	=	-

PART A

LIST OF TRANSITION SKILLS	Approximate time spent on this skill							Is this adequate?		
	Not Taught	Less Than 15 Minutes	About 15 Minutes	About 30 Minutes	About 45 Minutes	About 60 Minutes	More Than 60 Minutes	Need More Time	Is About Right	Need Less Time
15. Read and comprehend newspapers, magazines, reports, and memorandums	0	1	2	3	4	5	6	+	=	-
16. Read and interpret advertisements, contracts, licenses, labels, directions, maps, catalogs, and signs	0	1	2	3	4	5	6	+	=	-
Employment Search										
1. Investigate the services of employment agencies	0	1	2	3	4	5	6	+	=	-
2. Locate job openings through newspapers, personal contacts, and through direct contact with employers	0	1	2	3	4	5	6	+	=	-
3. Identify a prospective employer's products and services	0	1	2	3	4	5	6	+	=	-
4. Determine key contacts within a prospective employer's organization	0	1	2	3	4	5	6	+	=	-
5. Determine which type of employment test a prospective employer administers	0	1	2	3	4	5	6	+	=	-
6. Prepare for common types of employment tests	0	1	2	3	4	5	6	+	=	-
Post-employment										
1. Describe an employer's management structure	0	1	2	3	4	5	6	+	=	-
2. Identify and evaluate company pay and benefit plans including merit raises, health and dental plans, life insurance plan, credit unions, payroll deductions, educational benefit, and company training	0	1	2	3	4	5	6	+	=	-
3. Demonstrate a knowledge of the employee's union, including its structure, dues, policies, mission, meetings and obligations	0	1	2	3	4	5	6	+	=	-
4. Identify company career paths	0	1	2	3	4	5	6	+	=	-
5. Demonstrate a knowledge of safety and emergency procedures, and on-site health care services	0	1	2	3	4	5	6	+	=	-
6. Demonstrate a knowledge of company rules and regulations such as grievance procedures, etc.	0	1	2	3	4	5	6	+	=	-
7. Demonstrate a knowledge of the procedures for requesting a raise	0	1	2	3	4	5	6	+	=	-
8. Display motivation toward work	0	1	2	3	4	5	6	+	=	-
9. Adjust to changes in work conditions	0	1	2	3	4	5	6	+	=	-
10. Tactfully accept or decline overtime work requests	0	1	2	3	4	5	6	+	=	-
11. Demonstrate loyalty to company	0	1	2	3	4	5	6	+	=	-
12. Tactfully handle frustration at work	0	1	2	3	4	5	6	+	=	-

PART A

LIST OF TRANSITION SKILLS	Approximate time spent on this skill							Is this adequate?		
	Not Taught	Less Than 15 Minutes	About 15 Minutes	About 30 Minutes	About 45 Minutes	About 60 Minutes	More Than 60 Minutes	Need More Time	Is About Right	Need Less Time
13. Participate in work related social activities	0	1	2	3	4	5	6	+	=	-
14. Work effectively without supervision or with limited supervision	0	1	2	3	4	5	6	+	=	-
15. Maintain a good work attendance record	0	1	2	3	4	5	6	+	=	-
16. Follow directions correctly and complete assigned tasks	0	1	2	3	4	5	6	+	=	-
17. Ask questions when confused	0	1	2	3	4	5	6	+	=	-
18. Demonstrate a willingness to improve personal capabilities and acquire new skills	0	1	2	3	4	5	6	+	=	-
19. Be a productive employee	0	1	2	3	4	5	6	+	=	-
20. Work effectively as a team member and get along with other employees	0	1	2	3	4	5	6	+	=	-

PLEASE CONTINUE WITH PARTS B AND C ON THE NEXT PAGE.

PART B

Directions: For those items circled "0" in the center column of PART A, please give the reason(s) why they are not or will not be taught.

LIST OF REASONS

1. . . . . This is not a necessary skill for the transition from school to work.
2. . . . . Instructional material is lacking for teaching this skill.
3. . . . . There is not enough time to cover this skill.
4. . . . . This skill has been or will be taught in other course(s).
5. . . . . This skill has never been thought of.
6. . . . . I don't like this skill statement.
7. . . . . I have no competency in teaching this skill.
8. . . . . Students will learn it on the job.
9. . . . . It is too difficult for students to learn.
10. . . . . It is a matter of common sense.
11. . . . . Other (please specify the reason(s).

Fill in the item numbers which you circled "0" in the center column of PART A. Select the one best reason from the list above which most closely fits your reason why this skill is not taught.

	Transition Skill Number	Reason (fill in 1 to 11 from above)	Comments
Example	3	4	

PART C

Directions: In order to implement instruction in school-to-work transition skills for disadvantaged youth, please answer each of the following general questions.

DO YOU KNOW:	Yes	No
1. What resource materials can be used to teach specific transition skills?	( )	( )
2. Where to write publishers who have materials on transition skills for the disadvantaged?	( )	( )
3. Where to locate information on programs which have proven successful?	( )	( )
4. Whether local, state, or federal funds are available for program operations?	( )	( )
5. Who is the state curriculum specialist?	( )	( )
6. Who is the state consultant for programs for the disadvantaged?	( )	( )
7. Whether free curriculum materials are available?	( )	( )

My trade area is ______________________________

THE PENNSYLVANIA STATE UNIVERSITY

DIVISION OF OCCUPATIONAL AND VOCATIONAL STUDIES

School-To-Work Transition Skills For Disadvantaged Youth--Teacher Questionnaire

Introduction: This partial listing of school-to-work transition skills for disadvantaged youth (Part A) was compiled from an extensive review of the literature and was validated by Pennsylvania teacher educators and employers. Selected state administrators, program directors, and specialists in the education of disadvantaged learners also participated in the validation program.

All information collected will be treated as a combined sample. No attempt to identify individual teachers or schools will be made. You, of course, have the right not to participate in this study if you so choose.

Directions: The list of transition skills is set in the left column. Please read each item and: (1) circle the appropriate number for the "approximate time spent on this skill" in your one-, two-, or three-year program, and (2) circle the symbol (+, =, -) to determine whether you feel this is an adequate amount of time to spend between teaching transition skills and technical skills.

PART A

	Approximate time spent on this skill							Is this adequate?		
LIST OF TRANSITION SKILLS	Not Taught	Less Than 15 Minutes	About 15 Minutes	About 30 Minutes	About 45 Minutes	About 60 Minutes	More Than 60 Minutes	Need More Time	Is About Right	Need Less Time
Pre-employment										
1. Perform basic numerical calculations (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals	0	1	2	3	4	5	6	+	=	-
2. Use percentages, ratios, and proportions	0	1	2	3	4	5	6	+	=	-
3. Use metric measurements in calculations and conversions	0	1	2	3	4	5	6	+	=	-
4. Compare numerical values to determine ranges, averages, etc.	0	1	2	3	4	5	6	+	=	-
5. Interpret graphs, charts, and tables	0	1	2	3	4	5	6	+	=	-
6. Identify occupations and professions through information sources and occupational and professional organizations	0	1	2	3	4	5	6	+	=	-
7. Evaluate occupational apprenticeships and other training opportunities	0	1	2	3	4	5	6	+	=	-
8. Investigate careers in government service including local, state, and federal civil service occupations and active and reserve military programs	0	1	2	3	4	5	6	+	=	-
9. Evaluate educational opportunities including college, vocational training, home-study programs, adult and lifelong learning programs	0	1	2	3	4	5	6	+	=	-
10. Assess the occupational outlook for high school dropouts, high school and technical school graduates, and college graduates	0	1	2	3	4	5	6	+	=	-
11. Investigate the legal aspects of work including the social security system, unemployment and workmen's compensation, the rights and responsibilities of workers, safety and health regulations, work permits, and racial and sex equity in the work place	0	1	2	3	4	5	6	+	=	-

PART A

LIST OF TRANSITION SKILLS	Approximate time spent on this skill							Is this adequate?		
	Not Taught	Less Than 15 Minutes	About 15 Minutes	About 30 Minutes	About 45 Minutes	About 60 Minutes	More Than 60 Minutes	Need More Time	Is About Right	Need Less Time
12. Demonstrate an understanding of the economics of employment including the production and consumption of goods and services, business profits and losses, competition and prices, supply and demand, the effects of credit on the economy, labor organizations, taxes, and government regulatory agencies	0	1	2	3	4	5	6	+	=	-
13. Assess personal aptitudes, abilities, interests, values, and needs	0	1	2	3	4	5	6	+	=	-
14. Determine an occupational preference and make a career choice based on assessment needs	0	1	2	3	4	5	6	+	=	-
15. Develop a career plan	0	1	2	3	4	5	6	+	=	-
Employment Search										
1. Demonstrate an attitude appropriate for a job interview	0	1	2	3	4	5	6	+	=	-
2. Discuss prior work experiences, and personal, character, and job references	0	1	2	3	4	5	6	+	=	-
3. Discuss personal aptitudes with respect to a prospective employer's requirements	0	1	2	3	4	5	6	+	=	-
4. Document and discuss all training and education relevant to job openings	0	1	2	3	4	5	6	+	=	-
5. Discuss wages and salaries with prospective employer	0	1	2	3	4	5	6	+	=	-
Post-employment										
1. Locate, hire, or enter into agreements with attorneys, contractors, and other professionals or businessmen	0	1	2	3	4	5	6	+	=	-
2. Return defective merchandise to place of purchase	0	1	2	3	4	5	6	+	=	-
3. Interpret sale prices	0	1	2	3	4	5	6	+	=	-
4. Use comparison shopping techniques	0	1	2	3	4	5	6	+	=	-
5. Interpret unit pricing of food items	0	1	2	3	4	5	6	+	=	-
6. Identify prices which are fixed by law	0	1	2	3	4	5	6	+	=	-
7. Recognize and report illegal business practices such as deceptive packaging, bait and switch tactics, failure to post prices, illegal sales, fraud, shoddy work, and unlicensed salespersons	0	1	2	3	4	5	6	+	=	-

PART A

LIST OF TRANSITION SKILLS	Approximate time spent on this skill							Is this adequate?		
	Not Taught	Less Than 15 Minutes	About 15 Minutes	About 30 Minutes	About 45 Minutes	About 60 Minutes	More Than 60 Minutes	Need More Time	Is About Right	Need Less Time
8. Make mail order and catalog purchases	0	1	2	3	4	5	6	+	=	-
9. Recognize the pricing techniques by small business and tradespersons	0	1	2	3	4	5	6	+	=	-
10. Use newspapers and other sources to sell personal possessions	0	1	2	3	4	5	6	+	=	-
11. Select a personal physician and dentist	0	1	2	3	4	5	6	+	=	-
12. Maintain a proper diet	0	1	2	3	4	5	6	+	=	-
13. Exercise safety procedures in the home	0	1	2	3	4	5	6	+	=	-
14. Maintain physical fitness	0	1	2	3	4	5	6	+	=	-
15. Identify and describe community health related services such as home care, venereal disease, mental health, and alcohol and drug abuse services, etc.	0	1	2	3	4	5	6	+	=	-
16. Identify and describe community family related services including marital counseling, problem pregnancies, unfair treatment, children and youth, and nursing home services, etc.	0	1	2	3	4	5	6	+	=	-
17. Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.	0	1	2	3	4	5	6	+	=	-
18. Identify and describe community legal and financial counseling, and law enforcement services, etc.	0	1	2	3	4	5	6	+	=	-
19. Identify and describe community services such as recreation, transportation, employment, and emergency services, etc.	0	1	2	3	4	5	6	+	=	-

PLEASE CONTINUE WITH PARTS B AND C ON THE NEXT PAGE.

PART B

Directions: For those items circled "0" in the center column of PART A, please give the reason(s) why they are not or will not be taught.

LIST OF REASONS

1. . . . . This is not a necessary skill for the transition from school to work.
2. . . . . Instructional material is lacking for teaching this skill.
3. . . . . There is not enough time to cover this skill.
4. . . . . This skill has been or will be taught in other course(s).
5. . . . . This skill has never been thought of.
6. . . . . I don't like this skill statement.
7. . . . . I have no competency in teaching this skill.
8. . . . . Students will learn it on the job.
9. . . . . It is too difficult for students to learn.
10. . . . . It is a matter of common sense.
11. . . . . Other (please specify the reason(s).

Fill in the item numbers which you circled "0" in the center column of PART A. Select the one best reason from the list above which most closely fits your reason why this skill is not taught.

	Transition Skill Number	Reason (fill in 1 to 11 from above)	Comments
Example	3	4	

PART C

Directions: In order to implement instruction in school-to-work transition skills for disadvantaged youth, please answer each of the following general questions.

DO YOU KNOW:	Yes	No
1. What resource materials can be used to teach specific transition skills?	( )	( )
2. Where to write publishers who have materials on transition skills for the disadvantaged?	( )	( )
3. Where to locate information on programs which have proven successful?	( )	( )
4. Whether local, state, or federal funds are available for program operations?	( )	( )
5. Who is the state curriculum specialist?	( )	( )
6. Who is the state consultant for programs for the disadvantaged?	( )	( )
7. Whether free curriculum materials are available?	( )	( )

My trade area is ____

THE PENNSYLVANIA STATE UNIVERSITY
DIVISION OF OCCUPATIONAL AND VOCATIONAL STUDIES

School-To-Work Transition Skills For Disadvantaged Youth--Teacher Questionnaire

Introduction: This partial listing of school-to-work transition skills for disadvantaged youth (Part A) was compiled from an extensive review of the literature and was validated by Pennsylvania teacher educators and employers. Selected state administrators, program directors, and specialists in the education of disadvantaged learners also participated in the validation program.

All information collected will be treated as a combined sample. No attempt to identify individual teachers or schools will be made. You, of course, have the right not to participate in this study if you so choose.

Directions: The list of transition skills is set in the left column. Please read each item and: (1) circle the appropriate number for the "approximate time spent on this skill" in your one-, two-, or three-year program, and (2) circle the symbol (+, =, -) to determine whether you feel this is an adequate amount of time to spend between teaching transition skills and technical skills.

PART A

LIST OF TRANSITION SKILLS	Approximate time spent on this skill							Is this adequate?		
	Not Taught	Less Than 15 Minutes	About 15 Minutes	About 30 Minutes	About 45 Minutes	About 60 Minutes	More Than 60 Minutes	Need More Time	Is About Right	Need Less Time
Pre-employment										
1. Write legibly, using correct grammar and spelling	0	1	2	3	4	5	6	+	=	-
2. Prepare business and personal letters	0	1	2	3	4	5	6	+	=	-
3. Demonstrate self-confidence, attentiveness, and cooperativeness	0	1	2	3	4	5	6	+	=	-
4. Be tactful, trustworthy, helpful, and considerate	0	1	2	3	4	5	6	+	=	-
5. Demonstrate a sense of humor	0	1	2	3	4	5	6	+	=	-
6. Demonstrate a respect for authority	0	1	2	3	4	5	6	+	=	-
7. Demonstrate a sense of responsibility	0	1	2	3	4	5	6	+	=	-
8. Demonstrate initiative, good judgment, and integrity	0	1	2	3	4	5	6	+	=	-
9. Demonstrate a positive self-concept	0	1	2	3	4	5	6	+	=	-
10. Demonstrate realistic expectations	0	1	2	3	4	5	6	+	=	-
11. Present a neat, clean, and appropriate appearance	0	1	2	3	4	5	6	+	=	-
12. Respect the rights and property of others	0	1	2	3	4	5	6	+	=	-
13. Manage time effectively	0	1	2	3	4	5	6	+	=	-
14. Anticipate consequences of personal actions	0	1	2	3	4	5	6	+	=	-
15. React appropriately to aggressive behavior	0	1	2	3	4	5	6	+	=	-

PART A

	Approximate time spent on this skill							Is this adequate?		
LIST OF TRANSITION SKILLS	Not Taught	Less Than 15 Minutes	About 15 Minutes	About 30 Minutes	About 45 Minutes	About 60 Minutes	More Than 60 Minutes	Need More Time	Is About Right	Need Less Time
Employment Search										
1. Prepare letters of inquiry or application	0	1	2	3	4	5	6	+	=	-
2. Compile a list of references	0	1	2	3	4	5	6	+	=	-
3. Prepare application forms	0	1	2	3	4	5	6	+	=	-
4. Apply for a social security card, work permit, and licenses	0	1	2	3	4	5	6	+	=	-
5. Prepare a resume	0	1	2	3	4	5	6	+	=	-
Post-employment										
1. Identify, evaluate, and use the services of banks and credit unions, such as savings and checking accounts, direct deposit and automatic payment services, and financial counseling services	0	1	2	3	4	5	6	+	=	-
2. Evaluate the methods and costs of borrowing money including types of loans, sources of loans, collateral, interest rates, installment contracts, and credit cards	0	1	2	3	4	5	6	+	=	-
3. Evaluate life insurance programs and policies	0	1	2	3	4	5	6	+	=	-
4. Prepare and maintain a budget	0	1	2	3	4	5	6	+	=	-
5. Establish a credit record	0	1	2	3	4	5	6	+	=	-
6. Locate apartments and houses available for rent, lease, or purchase	0	1	2	3	4	5	6	+	=	-
7. Read and interpret rental agreements and leases	0	1	2	3	4	5	6	+	=	-
8. Obtain renters or homeowners insurance	0	1	2	3	4	5	6	+	=	-
9. Obtain the services of utility companies	0	1	2	3	4	5	6	+	=	-
10. Calculate the cost of maintaining a residence	0	1	2	3	4	5	6	+	=	-
11. Be aware of the requirements and procedures for sub-leasing	0	1	2	3	4	5	6	+	=	-
12. Explain the rights and responsibilities of tenants	0	1	2	3	4	5	6	+	=	-
13. Select and purchase an automobile, furniture, and other personal property	0	1	2	3	4	5	6	+	=	-
14. Select and purchase automobile insurance	0	1	2	3	4	5	6	+	=	-
15. Identify deceptive advertising practices	0	1	2	3	4	5	6	+	=	-
16. Identify reputable and disreputable businesses	0	1	2	3	4	5	6	+	=	-

PART A

LIST OF TRANSITION SKILLS	Approximate time spent on this skill Not Taught	Less Than 15 Minutes	About 15 Minutes	About 30 Minutes	About 45 Minutes	About 60 Minutes	More Than 60 Minutes	Is this adequate? Need More Time	Is About Right	Need Less Time
17. Explain the rights of a consumer including laws, contracts, repossessions, and small claims courts	0	1	2	3	4	5	6	+	=	-
18. Distinguish between civil and criminal charges	0	1	2	3	4	5	6	+	=	-
19. Explain the rights and responsibilities of citizens	0	1	2	3	4	5	6	+	=	-
20. Exercise the right to vote	0	1	2	3	4	5	6	+	=	-
21. Discuss local, national, and world events	0	1	2	3	4	5	6	+	=	-
22. Assist other persons through participation in volunteer organizations	0	1	2	3	4	5	6	+	=	-

PLEASE CONTINUE WITH PARTS B AND C ON THE NEXT PAGE.

PART B

Directions: For those items circled "O" in the center column of PART A, please give the reason(s) why they are not or will not be taught.

LIST OF REASONS

1. . . . . This is not a necessary skill for the transition from school to work.
2. . . . . Instructional material is lacking for teaching this skill.
3. . . . . There is not enough time to cover this skill.
4. . . . . This skill has been or will be taught in other course(s).
5. . . . . This skill has never been thought of.
6. . . . . I don't like this skill statement.
7. . . . . I have no competency in teaching this skill.
8. . . . . Students will learn it on the job.
9. . . . . It is too difficult for students to learn.
10. . . . . It is a matter of common sense.
11. . . . . Other (please specify the reason(s).

Fill in the item numbers which you circled "O" in the center column of PART A. Select the one best reason from the list above which most closely fits your reason why this skill is not taught.

	Transition Skill Number	Reason (fill in 1 to 11 from above)	Comments
Example	3	4	

PART C

Directions: In order to implement instruction in school-to-work transition skills for disadvantaged youth, please answer each of the following general questions.

DO YOU KNOW:	Yes	No
1. What resource materials can be used to teach specific transition skills?	( )	( )
2. Where to write publishers who have materials on transition skills for the disadvantaged?	( )	( )
3. Where to locate information on programs which have proven successful?	( )	( )
4. Whether local, state, or federal funds are available for program operations?	( )	( )
5. Who is the state curriculum specialist?	( )	( )
6. Who is the state consultant for programs for the disadvantaged?	( )	( )
7. Whether free curriculum materials are available?	( )	( )

My trade area is ______________________________

Appendix E

Student questionnaires
(Accompanied teacher questionnaires)

THE PENNSYLVANIA STATE UNIVERSITY

DIVISION OF OCCUPATIONAL AND VOCATIONAL STUDIES

School-To-Work Transition Skills For

Student Questionnaire

Introduction: This partial listing of school-to-work transition skills for vocational students was compiled from an extensive review of the literature and was validated by Pennsylvania teacher educators and employers. Selected state administrators, program directors, and specialists in vocational education also participated in the validation program.

No attempt to identify any individuals or schools will be made. You, of course, have the right not to participate in this study if you so choose.

Directions: The list of transition skills is set in the left column. Please read each item and circle yes or no after each question. If you are undecided or can't say where you learned this skill, circle "?"

LIST OF TRANSITION SKILLS	Did you learn this skill as part of your Vocational Education Program?		
	Yes	No	Undecided
Pre-employment			
1. Write legibly, using correct grammar and spelling	Yes	No	?
2. Prepare business and personal letters	Yes	No	?
3. Demonstrate self-confidence, attentiveness, and cooperativeness	Yes	No	?
4. Be tactful, trustworthy, helpful, and considerate	Yes	No	?
5. Demonstrate a sense of humor	Yes	No	?
6. Demonstrate a respect for authority	Yes	No	?
7. Demonstrate a sense of responsibility	Yes	No	?
8. Demonstrate initiative, good judgment, and integrity	Yes	No	?
9. Demonstrate a positive self-concept	Yes	No	?
10. Demonstrate realistic expectations	Yes	No	?
11. Present a neat, clean, and appropriate appearance	Yes	No	?
12. Respect the rights and property of others	Yes	No	?
13. Manage time effectively	Yes	No	?
14. Anticipate consequences of personal actions	Yes	No	?
15. React appropriately to aggressive behavior	Yes	No	?
Employment Search			
1. Prepare letters of inquiry or application	Yes	No	?
2. Compile a list of references	Yes	No	?
3. Prepare application forms			
4. Apply for a social security card, work permit, and licenses	Yes	No	?

	LIST OF TRANSITION SKILLS	Did you learn this skill as part of your Vocational Education Program? Yes	No	?
	Post-employment			
1.	Identify, evaluate, and use the services of banks and credit unions, such as savings and checking accounts, direct deposit and automatic payment services, and financial counseling services	Yes	No	?
2.	Evaluate the methods and costs of borrowing money including types of loans, sources of loans, collateral, interest rates, installment contracts, and credit cards	Yes	No	?
3.	Evaluate life insurance programs and policies	Yes	No	?
4.	Prepare and maintain a budget	Yes	No	?
5.	Establish a credit record	Yes	No	?
6.	Locate apartments and houses avaliable for rent, lease, or purchase	Yes	No	?
7.	Read and interpret rental agreements and leases	Yes	No	?
8.	Obtain renters or homeowners insurance	Yes	No	?
9.	Obtain the services of utility companies	Yes	No	?
10.	Calculate the cost of maintaining a residence	Yes	No	?
11.	Be aware of the requirements and procedures for sub-leasing	Yes	No	?
12.	Explain the rights and responsibilities of tenants	Yes	No	?
13.	Select and purchase an automobile, furniture, and other personal property	Yes	No	?
14.	Select and purchase automobile insurance	Yes	No	?
15.	Identify deceptive advertising practices	Yes	No	?
16.	Identify reputable and disreputable businesses	Yes	No	?
17.	Explain the rights of a consumer including laws, contracts, repossessions, and small claims courts	Yes	No	?
18.	Distinguish between civil and criminal charges	Yes	No	?
19.	Explain the rights and responsibilities of citizens	Yes	No	?
20.	Exercise the right to vote	Yes	No	?
21.	Discuss local, national, and world events	Yes	No	?
22.	Assist other persons through participation in volunteer organizations	Yes	No	?

THE PENNSYLVANIA STATE UNIVERSITY

DIVISION OF OCCUPATIONAL AND VOCATIONAL STUDIES

School-To-Work Transition Skills For

Student Questionnaire

Introduction: This partial listing of school-to-work transition skills for vocational students was compiled from an extensive review of the literature and was validated by Pennsylvania teacher educators and employers. Selected state administrators, program directors, and specialists in vocational education also participated in the validation program.

No attempt to identify any individuals or schools will be made. You, of course, have the right not to participate in this study if you so choose.

Directions: The list of transition skills is set in the left column. Please read each item and circle yes or no after each question. If you are undecided or can't say where you learned this skill, circle "?"

	LIST OF TRANSITION SKILLS	Did you learn this skill as part of your Vocational Education Program?		
		Yes	No	Undecided
	Pre-employment			
1.	Speak clearly and articulately using correct grammar	Yes	No	?
2.	Give or follow directions clearly and accurately	Yes	No	?
3.	Make accurate reports of observations	Yes	No	?
4.	Communicate effectively by telephone	Yes	No	?
5.	Interpret and/or request clarification of oral and written instructions and directions	Yes	No	?
6.	Judge the temperament, mood and intent of others	Yes	No	?
7.	Interpret non-verbal actions	Yes	No	?
8.	Criticize without degrading or belittling	Yes	No	?
9.	Give or accept praise	Yes	No	?
10.	Accept and acknowledge criticism and rejection	Yes	No	?
11.	Demonstrate tact and poise when speaking in stressful situations	Yes	No	?
12.	Collect and organize data using libraries, business bureaus, civic and government organizations, professional, and fraternal associations, and businesses	Yes	No	?
13.	Analyze information, define problems, and identify possible solutions and alternatives	Yes	No	?
14.	Reconcile conflicting demands and conflicts of interest	Yes	No	?
15.	Read and comprehend newspapers, magazines, reports, and memorandums	Yes	No	?
16.	Read and interpret advertisements, contracts, licenses, labels, directions, maps, catalogs, and signs	Yes	No	?
	Employment Search			
1.	Investigate the services of employment agencies	Yes	No	?
2.	Locate job openings through newspapers, personal contacts, and through direct contact with employers	Yes	No	?
3.	Identify a prospective employer's products and services	Yes	No	?

LIST OF TRANSITION SKILLS

Did you learn this skill a
part of your Vocational
Education Program?

		Yes	No	Undecided
4.	Determine key contacts within a prospective employer's organization	Yes	No	?
5.	Determine which type of employment test a prospective employer administers	Yes	No	?
6.	Prepare for common types of employment tests	Yes	No	?
	Post-employment			
1.	Describe an employer's management structure	Yes	No	?
2.	Identify and evaluate company pay and benefit plans including merit raises, health and dental plans, life insurance plan, credit unions, payroll deductions, educational benefit, and company training			
3.	Demonstrate a knowledge of the employee's union, including its structure, dues, policies, mission, meetings and obligations	Yes	No	?
4.	Identify company career paths	Yes	No	?
5.	Demonstrate a knowledge of safety and emergency procedures, and on-site health care services	Yes	No	?
6.	Demonstrate a knowledge of company rules and regulations such as grievance procedures, etc.	Yes	No	?
7.	Demonstrate a knowledge of the procedures for requesting a raise	Yes	No	?
8.	Display motivation toward work	Yes	No	?
9.	Adjust to changes in work conditions	Yes	No	?
10.	Tactfully accept or decline overtime work requests	Yes	No	?
11.	Demonstrate loyalty to company	Yes	No	?
12.	Tactfully handle frustration at work	Yes	No	?
13.	Participate in work related social activities	Yes	No	?
14.	Work effectively without supervision or with limited supervision	Yes	No	?
15.	Maintain a good work attendance record	Yes	No	?
16.	Follow directions correctly and complete assigned tasks	Yes	No	?
17.	Ask questions when confused	Yes	No	?
18.	Demonstrate a willingness to improve personal capabilities and acquire new skills	Yes	No	?
19.	Be a productive employee	Yes	No	?
20.	Work effectively as a team member and get along with other employees	Yes	No	?

THE PENNSYLVANIA STATE UNIVERSITY

DIVISION OF OCCUPATIONAL AND VOCATIONAL STUDIES

School-To-Work Transition Skills For

Student Questionnaire

Introduction: This partial listing of school-to-work transition skills for vocational students was compiled from an extensive review of the literature and was validated by Pennsylvania teacher educators and employers. Selected state administrators, program directors, and specialists in vocational education also participated in the validation program.

No attempt to identify any individuals or schools will be made. You, of course, have the right not to participate in this study if you so choose.

Directions: The list of transition skills is set in the left column. Please read each item and circle yes or no after each question. If you are undecided or can't say where you learned this skill, circle "?"

Did you learn this skill as part of your Vocational Education Program?

	LIST OF TRANSITION SKILLS	Yes	No	Undecided
	Pre-employment			
1.	Perform basic numerical calculations (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals	Yes	No	?
2.	Use percentages, ratios, and proportions	Yes	No	?
3.	Use metric measurements in calculations and conversions	Yes	No	?
4.	Compare numerical values to determine ranges, averages, etc.	Yes	No	?
5.	Interpret graphs, charts, and tables	Yes	No	?
6.	Identify occupations and professions through information sources and occupational and professional organizations	Yes	No	?
7.	Evaluate occupational apprenticeships and other training opportunities	Yes	No	?
8.	Investigate careers in government service including local, state, and federal civil service occupations and active and reserve military programs	Yes	No	?
9.	Evaluate educational opportunities including college, vocational training, home-study programs, adult and lifelong learning programs	Yes	No	?
10.	Assess the occupational outlook for high school dropouts, high school and technical school graduates, and college graduates	Yes	No	?
11.	Investigate the legal aspects of work including the social security system, unemployment and workmen's compensation, the rights and responsibilities of workers, safety and health regulations, work permits, and racial and sex equity in the work place	Yes	No	?
12.	Demonstrate an understanding of the economics of employment including the production and consumption of goods and services, business profits and losses, competition and prices, supply and demand, the effects of credit on the economy, labor organizations, taxes, and government regulatory agencies	Yes	No	?
13.	Assess personal aptitudes, abilities, interests, values, and needs	Yes	No	?
14.	Determine an occupational preference and make a career choice based on assessment needs	Yes	No	?
15.	Develop a career plan	Yes	No	?

LIST OF TRANSITION SKILLS

Did you learn this skill as part of your Vocational Education Program?

		Yes	No	Undecided
	Employment Search			
1.	Demonstrate an attitude appropriate for a job interview	Yes	No	?
2.	Discuss prior work experiences, and personal, character, and job references	Yes	No	?
3.	Discuss personal aptitudes with respect to a prospective employer's requirements	Yes	No	?
4.	Document and discuss all training and education relevant to job openings	Yes	No	?
5.	Discuss wages and salaries with prospective employer	Yes	No	?
	Post-employment			
1.	Locate, hire, or enter into agreements with attorneys, contractors, and other professionals or businessmen	Yes	No	?
2.	Return defective merchandise to place of purchase	Yes	No	?
3.	Interpret sale prices	Yes	No	?
4.	Use comparison shopping techniques	Yes	No	?
5.	Interpret unit pricing of food items	Yes	No	?
6.	Identify prices which are fixed by law	Yes	No	?
7.	Recognize and report illegal business practices such as deceptive packaging, bait and switch tactics, failure to post prices, illegal sales, fraud, shoddy work, and unlicensed salespersons	Yes	No	?
8.	Make mail order and catalog purchases	Yes	No	?
9.	Recognize the pricing techniques by small business and tradespersons	Yes	No	?
10.	Use newspapers and other sources to sell personal possessions	Yes	No	?
11.	Select a personal physician and dentist	Yes	No	?
12.	Maintain a proper diet			
13.	Exercise safety procedures in the home	Yes	No	?
14.	Maintain physical fitness	Yes	No	?
15.	Identify and describe community health-related services such as home care, venereal disease, mental health, and alcohol and drug abuse services, etc.	Yes	No	?
16.	Identify and describe community family-related services including marital counseling, problem pregnancies, unfair treatment, children and youth, and nursing home services, etc.	Yes	No	?
17.	Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.	Yes	No	?
18.	Identify and describe community legal and financial counseling, and law enforcement services, etc.	Yes	No	?
19.	Identify and describe community services such as recreation, transportation, employment, and emergency services, etc.	Yes	No	?

Appendix F

First follow-up notice with cover memo to AVTS contact person

Date: April 15, 1982

To: Administrators, Counselors, or Supervisors

From: Jerry L. Wircenski J.W.

Enclosed please find a reminder notice to be given to those teachers who are participating in the School-to-Work Transition Skills Survey.

You will notice for your convenience that the names of your teachers are written on the top of the enclosed orange reminders for easier distribution through inter-school mail. Thank you for your cooperation.

REMINDER

You recently received a group of surveys dealing with school-to-work transition skills for the disadvantaged. The information you provide will help the Bureau of Vocational Education provide essential information for the reauthorization of [illegible] with impending budget cuts. We need the information that you and your students can provide.

In order to support teacher and [illegible] statements could not be altered on the student survey. [illegible] however, that some of your [illegible] the survey and encourage you to [illegible]

You may have noticed that there are [illegible] surveys. This was necessitated by the length of the [illegible] skills developed by teachers. Therefore, the [illegible] divided into three parts for easier completion. Any [illegible] are to be used only for contacting those who have not returned surveys. No reference will be made to you or your school.

Please be a respondent. If you have any questions, please call me at 814-863-2576.

Jerry L. Wircenski
Penn State University

Appendix G

Second follow-up reminder sent to teachers

May 1982

Last Reminder

1st Teacher: "Vocational teachers spend all of their time teaching technical skills and don't do anything for students in regard to transition skills."

2nd Teacher: "That's not true! Many of us spend time teaching both technical skills and job search skills."

This is a very typical conversation between members of the vocational education community. Unfortunately, neither side can be supported with current factual information.

You recently received a group of surveys dealing with the issue of school-to-work transition skills. The information that you and your students can provide is essential to providing background information to support one of the above statements. Please take the time to respond to the questionnaires. If you have any questions or have misplaced your questionnaires, please do not hesitate to call the office at 814-863-2576.

Thank you.

Appendix H

Student interview form

THE PENNSYLVANIA STATE UNIVERSITY
DIVISION OF OCCUPATIONAL AND VOCATIONAL STUDIES

School-To-Work Transition Skills

Interview Guide for Case Study

1. Age _____

2. Sex _____

3. Are you married?

   _____ Yes _____ No

4. How many children do you have? _____

5. Are you living with your family (parents)?
   (Please ask him/her to briefly describe his/her family.)

   ____

   ____

   ____

6. How long have you been out of school? ____________________

7. How many jobs have you had since high school? ____________________

8. What is your present job title? ____________________

9. Who has helped you to get your present job?
   (Also, ask him/her to give his/her feelings, comments, and suggestions about how to help a person to get a job.)

   ____

   ____

   ____

   ____

10. What is your approximate weekly salary for each job? (Before taxes and other deductions)

    First job _________

    Second job _________

    Third job _________

11. How many months did you work at each job?

First job __________

Second job __________

Third job __________

12. What were your reasons for leaving each job?

First job ____

Second job ____

Third job ____

13. Did you get along well with your boss? _____ Yes _____ No

14. Did you get along well with your fellow workers? _____ Yes _____ No

15. Did you have any transportation problems with any of your jobs?

_____ Yes

_____ No ____

16. Are you satisfied with your present salary?

____

____

17. What things, if they could be changed, would you like to see improved for more job satisfaction?

____

____

____

____

18. Do you have an adequate diet for growth purposes, physical activities, and body structure? List some of the nutritional foods that you eat.

____

____

19. Do you visit the doctor, dentist, and eye examiner regularly?

____

20. When was the last time you had a complete physical examination?

____

21. In your opinion, are you in good physical condition? ____________

22. Do you exercise regularly? ____________

How often? ____________

Alone or with a group? ____________

23. Do you practice good posture? ____________

Good grooming? ____________

24. Do you try to look your best at all times as far as dress, good grooming, and good posture are concerned?

____

25. Do your parents encourage you to look your best by reminding you to practice good grooming, good posture, and dressing in clean, well-kept clothes?

____

26. Do your parents take an active interest in your social needs, e.g., who you go out with, what school activities or group functions you attend?

____

____

28. When was the last time you attended or got involved in an after-school function?

____

29. What sort of books and magazines do you enjoy reading?

____

30. What sort of out-of-school activities do you enjoy being involved in?

____

____

31. Do you have any hobbies? List them.

____

____

____

32. Are you mostly influenced by your parents or your peer group?

33. Do you enjoy socializing with your friends or school buddies?

34. Comments: (Interviewer's general observation about this interviewee.)

Appendix I

Dissemination materials in Center Update,
Network News (Illinois),
and Trail Blazer (Arizona)

Implementing School To Work Transition Skills For Disadvantaged Youth

By Rong-Jyue Fang and Dan-Pai Feng

A unique project which will be one of the first attempts to examine school to work transition skills from the standpoint of both the disadvantaged learner as well as the vocational teacher is now underway in the Division of Occupational and Vocational Studies at The Pennsylvania State University.

The disadvantaged learner is quite often deficient in writing and verbal skills, work attitudes, work values and other skills which are essential for bridging the gap between vocational preparation and the world of work. The success or failure of vocational education for the disadvantaged relies very heavily upon the number of learners who make a satisfactory transition from the educational environment to the work environment. One of the problems facing vocational education today is the improvement of the job search and job holding skills of all students and especially for those who are classified as disadvantaged.

As has been documented in a number of studies, the relationship between long term unemployment and youth work experience is clear: those who have marginal experiences in the labor force while they are young tend to be the same persons in the same predicament when they become adults. The process appears to be a cumulative one, and the cycle of prolonged unemployment persists.

Youth, are frequently ill-prepared to conduct a productive job search, to participate in a successful interview, or to adjust to the work rules, standards, social and communications networks to which they must adhere on their first jobs. Disadvantaged youths generally feel the results of these deficits in transition skills more than other youth. One of the major tasks facing vocational educators is the implementation of transition skills for disadvantaged youth.

Work has a therapeutic value for disadvantaged youth and their families. It creates a sense of belonging and acts as a stimulus to further effort. It enables disadvantaged youth to enjoy the personal gains from employment. Society also gains from the investment in helping the disadvantaged youth become productive, contributing members of the community.

The intent of the project will be to further implement the information, materials and knowledge begun in last year's project. This project was designed to focus on two broad areas dealing with implementing school to work transition skills. The first area of examination will be the disadvantaged students enrolled in vocational education. Answers will be sought to such questions as: What is the present degree of job search and job holding skills of the disadvantaged? What barriers prevent disadvantaged learners from making a smooth transition from school to work? Are transition skills being taught in vocational education?

The second area of concentrated study will look at the vocational instructor. Are vocational teachers teaching transition skills in their classes? If so, how much time is spent on these skills? If not, then why are these skills not being taught? Do teachers know what materials are available to them for assistance with this task? What is the appropriate "balance" between teaching transition skills and technical skills? These and many more questions need to be addressed before vocational educators can begin to implement school to work transition skills for disadvantaged learners in vocational education.

As a result of the findings from the last year's project and those generated in the coming project it would seem essential to then provide assistance to vocational teachers of disadvantaged learners through a series of in-school seminars and workshops on implementing school to work transition skills in the regular vocational curriculum. Dr. Jerry L. Wircenski is the project director.

The Network News

Vocational Education Projects for
Illinois Special Needs Populations

School-to-Work Transition Skills

The *Handbook for Implementation of School-to-Work Transition Skills for Disadvantaged Youth* was developed in July 1981 as part of a grant from the Pennsylvania Department of Education, Bureau of Vocational Education, conducted by the Division of Occupational and Vocational Studies of the Pennsylvania State University.

The *Handbook* is designed to be of assistance to vocational educators in the selection of applicable transition skills, the procurement of resource materials, the identification of exemplary programs, and the identification of key personnel and officers at the federal and state levels, in research centers, and in professional organizations. The *Handbook* consists of five major sections:

1) A listing of school-to-work transition skills for disadvantaged youth
2) Sources of information pertaining to exemplary programs for disadvantaged youth
3) Resource materials applicable to the delivery of the skills
4) A listing of general information sources
5) A bibliography of references used in the construction of the handbook.

A copy of the *Handbook* may be obtained free of charge by writing the Dissemination Center, 205 Turner Hall, Illinois State University, Normal, IL 61761

TRAIL BLAZER

Newsletter From The College of Education, The University of Arizona

Volume 5, Number 1 January 1982

NEW MATERIALS AVAILABLE!

An Administrator's Manual for Planning, Developing, and Implementing Mainstream, Self-Contained or Co-Op Programs for the Disadvantaged

Project Staff: Jerry L. Wircenski, Peter A. Irvin, Pamela J. Blake. Division of Occupational and Vocational Studies, The Pennsylvania State University, University Park, PA 16802; 1981.

The manual identifies criteria for selection of mainstream, self-contained, or co-op programs for the disadvantaged. The definition, advantages, disadvantages, curriculum ideas and teacher qualifications are given for the three program alternatives.

Handbook for the Implementation of School to Work Transition Skills for Disadvantaged Youth

Developed by the Division of Occupational and Vocational Studies, The Pennsylvania State University as part of a Grant from the Pennsylvania Department of Education, Bureau of Vocational Education; July 1981.

The Handbook consists of five major sections: (1) a listing of school-to-work transition skills for disadvantaged youth; (2) sources of information pertaining to exemplary programs for disadvantaged youth; (3) resource materials applicable to the delivery of the skills; (4) a listing of general information sources; and (5) a bibliography of references used in the construction of the handbook.

The above two items can be obtained from Dr. Virginia Posey (626-2128). ■

Points of view or opinion stated herein do not necessarily represent official opinion, position or policy of the Arizona Department of Education.

This newsletter is made available to you through an Arizona Department of Education Project funded through Vocational Disadvantaged Monies under PL 94-482.

Appendix J

Staff development forms

PROFESSIONAL DEVELOPMENT FORM

chool Altoona AVTS Presenter David Just Position Instructional Resource Presente

Dates	Hours	Participants	Description of Training	Impact of Training
Winter Term 1981-1982				The disseminated materials are presently being used in the school.
Method of dissemination		**Teachers**	Dissemination of transitional skills information along with associated materials	
Seminar and one-on-one	→	Mr. Albright Mr. Broadbent Mr. Beichler Mr. Knob Mr. Lightner Mr. Clark Mr. Charles Mr. Dambeck		
Mail	→	Mr. Westbrook		
		Administrators		
Seminar and one-on-one	→	Clair Green Edith Walker		
		Co-op Coordinators		
Mail	→	Janet Harpster		
		Others		
Mail	→	Lee Watson (Special Education Administrator)		

OTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Northumberland Co. AVTS

Presenters Norm Tilton, Barbara Wade & William Wade

Position Instructional Resource Presente

Dates	Hours	Participants	Description of Training	Impact of Training
Winter Term 1981-1982				
Method of dissemination				
Seminar and one-in-one →		2 Teachers 2 Teacher Aides Administrators James Buggy	Dissemination of transitional skills information	

NOTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Huntingdon Co. AVTS Presenter Barbara Wade Position Instructional Resources Prese

Dates	Hours	Participants	Description of Training	Impact of Training
Winter Term 1981-1982				
Method of dissemination		Teachers		
Seminar and one-on-one	→	Kathleen Wilson Elvin Summers Terry Houck Jo Ann Keith Bill Barger Preston Lambertson Jim Smith Mrs. Hilling	Dissemination of transitional skills information along with associated materials	
		Administrators		
Mail	→	Bob Roland		

NOTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Williamsport AVTS Presenter William Wade Position Instructional Resource Presente

Dates	Hours	Participants	Description of Training	Impact of Training
Winter Term 1981-1982				The disseminated materials are presently being used in the school.
Method of dissemination		**Teachers**	Dissemination of transitional skills information along with associated materials	
Seminar and one-on-one		Mr. Shriner Mrs. Bassler Mr. Yaudes Mr. Filipkowski Mr. Potter Mr. Roadarmel		
		Administrators		
Mail		Paul McQuay		
Seminar and one-on-one		Bill Holmes		
		Special Needs Coordinator		
Seminar and one-on-one		Dennis Hammond		

NOTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Brownstown AVTS

Presenter Kathy Williams

Position Instructional Resource Presen

Dates	Hours	Participants	Description of Training	Impact of Training
Winter Term 1981-1982				
Method of dissemination		Teachers	Dissemination of transitional skills information along with associated materials.	
Seminar and one-on-one →		Mr. Lapi Mr. Frick Mr. Greusel Mr. Hertler Mr. Wier Mr. Lucas Ms. Camilli Ms. Hughes Mr. Breneisen Ms. Levy Mr. Andersen Mr. deCheubell Mr. Chambers Mr. Blyler		
		Administrators		
Seminar and one-on-one →		Martin Gymber		
		Guidance		
Seminar and one-on-one →		Leon Rabzak		
Mail →		Dick Muir		

NOTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Bradford Co. AVTS
Presenter David Just
Position Instructional Resource Present

Dates	Hours		Description of Training	Impact of Training
Spring Term 1981-1982				
Method of dissemination		**Teachers**		
Seminar and one-on-one →		Ms. DiAntonio Mr. Griffis Mr. Hartzell Ms. Webster Mr. Grabowski Mrs. Lisella	Dissemination of transitional skills information along with associated materials.	
		Administrators		
Seminar and one-on-one →		George Seiler Jim Kissler		

NOTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Cumberland-Perry AVTS Presenter Kathy Williams Position Instructional Resource Pre

Dates	Hours	Participants	Description of Training	Impact of Training
Spring Term 1981-1982				
Method of dissemination		**Teachers**		
Seminar and one-on-one →		Mr. Logan Mr. Dick Miss Krichten Mr. Trozzo Mr. Landis Mr. Yinger Mr. Westhaver Mr. Wylie	Dissemination of transitional skills information along with associated materials	
		Administrators		
Seminar and one-on-one →		Mr. Koons		
		Lancaster IU		
Seminar and one-on-one →		Miss Pisula		

"END OF DOCUM

NOTE: This form should be completed and included in the final